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ABSTRACT

This second part of a five-part study of education in South Africa traces the development of black education, emphasizing trends since 1960, and examines current problem areas. The following historical phases in the development of black education are outlined: (1) the traditional phase, prior to 1798, during which blacks received no education; (2) the mission phase, from 1799 to 1850, during which blacks were educated by missionaries in church schools; (3) the mission school and government school phase, 1851 to 1958, during which the provincial governments assumed responsibility for black education; and (4) the independence phase, since 1959, during which the independent states established departments of education but the Department of Education and Training retained control of black education in the "white" areas of the Republic of South Africa. A detailed review of the increases in population growth rates and expenditures on education between 1960 and 1983 indicates that financing, facilities, and teacher education have become an urgent priority. The following problems facing educational authorities concerned with black education are identified: (1) backlogs from the past; (2) disparities in education; (3) characteristic Third World growth rates; (4) underqualified teachers; (5) high pupil-teacher ratios; (6) shortage of classrooms; and (7) inadequate funding. Statistical data are included on 45 tables and 13 graphs. Abstracts in English and Afrikaans are also included. A 162-item bibliography and an index are appended. (FMW)

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Comparative education statistics

Part 2

Black Education: 1960-1983

J.J. Bezuidenhout

Translated by: Barbara G. Op't Hof

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Pretoria
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1989

4

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PREFACE

The HSRC Investigation into Education conducted in 1980 clearly indicated that the availability of comparative education statistics is essential for research. Consequently the HSRC initiated a new research project: Comparative education statistics. The late Mr C. van Niekerk, a senior HSRC research officer, was initially responsible for conducting this project. After his death in November 1982 the research for this project was continued by Mr J.J. Bezuidenhout.

As a result of the heterogeneous structure of Southern Africa regarding various population groups, existing disparities and backlogs in the field of education, and especially as a result of the constant need for recent population and education statistics, it was decided to convert the research project concerned into an ongoing long-term research project and to publish it in the form of a series of volumed reports.

Part 1 of the series of reports deals with the necessity of population statistics for the planning and provision of education. Part 2 deals with Black (see footnote p. 1) education as a whole in Southern Africa, including the independent and self-governing national states, while in Parts 3 to 5 education for the three remaining population groups is dealt with.

In this volume (Part 2) reference is first of all made to the problem areas pertaining to Black education. Thereafter the various phases in the development of Black education are briefly sketched, while

the development of Black education since 1960 is discussed in greater detail. Special attention is given to shifts in emphasis and stages of development in Black education since the introduction of the Black Education Act (Act 47 of 1953). A brief account of Black education is given for the period 1975 to 1983, together with detailed statistics concerning pupils/students, teachers and the provision of classrooms. It should be stated that Part 2 was written just before the RSA's new constitutional dispensation was introduced at the beginning of September 1984.

The information contained in Part 2 together with that contained in Part 1 of this series of reports provides important data on population and education statistics concerning the Blacks of Southern Africa. It is hoped that these sources will be of some value to the various education boards at the first, second and third tiers of government and that they will be used profitably in future educational research. It is also hoped that the abovementioned sources will be used meaningfully in respect of future planning and the provision of education for the various Black population groups of Southern Africa.

S.W.H. ENGELBRECHT
EXECUTIVE DIRECTOR

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SAMEVATTING

Om sinvolle vergelykende onderwysstatistieke van Swartes in Suider-Afrika saam te stel, word Swart onderwys in sy totaliteit beskou (TBVC-lande ingesluit). Die historiese ontwikkeling van Swart onderwys voor 1960 word kortliks weergegee. Die kwantitatiewe ontwikkeling van Swart onderwys word statisties in detail vir 1960 tot 1983 ten opsigte van die volgende behandel: leerling-/studenteinskrywings op verskillende onderwysvlakke; onderwysers/dosente volgens ouderdomsgroepe, beheer van inrigting, tipe onderrig en kwalifikasies; klaskamers; onderwysbesteding teen heersende en reële pryse; onderwysersopleiding; technikonopleiding; tegniesekollege- en vakopleiding, en buitengewone onderwys (universiteitsopleiding uitgesluit). Die vernaamste klemverskuiwings, beleidsveranderinge en die belangrikste ontwikkelingsmomente sedert 1960 word uitgelig. Die probleme waarmee onderwysowerhede, belas met Swart onderwys, voortdurend te kampe het, is historiese agterstande, dispariteite in die onderwys, kenmerkende Derdewêreldgroeikoerse soos 'n jaarlikse toename van byna 12 % in die totale skoolleerlinginskrywing vanaf 1960 tot 1983, 'n jaarlikse toename van meer as 86 % in die totale sekondêreskoolleerlinginskrywing vir dieselfde periode, swak gekwalifiseerde onderwysers, hoë leerling:onderwyserverhoudings, 'n tekort aan klaskamers en onvoldoende fondse vir onderwys. Die grootste probleem ten opsigte van kwaliteitsonderwys vir Swartes is dat die hoë persentasie ondergekwalifiseerde Swart onderwysers nie opgewasse is om doeltreffende onderwys aan 'n steeds groeiende getal leerlinge te gee nie.

ABSTRACT

Black education as a whole (including education in the TBVC countries) is reviewed in this report in order to produce meaningful comparative education statistics. A brief account of the historical development of Black education before 1960 is given. The quantitative development of Black education from 1960 to 1983 is discussed in detail. Statistical data are given for the following: pupil/student enrolment at various levels of education; teachers/lecturers according to age groups, control of institutions, type of instruction and qualifications; classrooms; expenditure on education at prevailing and real prices; teacher training; technikon training; technical college and vocational training, and special education (excluding university training). The most important changes in emphasis and policy and the most important developments since 1960 are highlighted. The problems facing educational authorities concerned with Black education are identified as backlogs from the past, disparities in education, characteristic Third World growth rates such as an annual increase of almost 12 % in the total enrolment of pupils from 1960 to 1983, an annual increase of more than 86 % in the total enrolment for secondary school pupils during the same period, inadequately qualified teachers, high pupil:teacher ratios, a shortage of classrooms and inadequate funds for education. The biggest problem in providing high quality education for Blacks is that a large percentage of Black teachers are underqualified. As a result these teachers are unable to provide a growing number of pupils with effective education.

CHAPTER 1

STATEMENT OF THE PROBLEM AND CONTEXT

1.1 PROBLEM AREAS OF BLACK* EDUCATION

According to the HSRC Investigation into Education in the Republic of South Africa and the extensive commentss which followed, certain problems are besetting the education of all population groups at ordinary school level to a greater or lesser degree.

Since these problems are especially evident in Black education (**Department of Education and Training, Minute No. 25/1/11 to the HSRC, 10 September 1980, Paragraph 3), it was decided at an early stage of this investigation to grant first priority to Black education and to set aside Part 2 specifically for this purpose and to focus it on Black education.

At ***primary school level general development and advancement is hindered by factors such as the following:

1) Many children are not school ready for elementary education.
2) Many children older than six or seven years (and even numerous

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* The use of the term Black(s) instead of Bantu came into force on 1 August 1978 (Government Gazette 6095 of 30 June 1978, Second Amendment Act on Black Legislation, Act 102 of 1978, Section 17). Act 102 applies to all government legislation and printed matter. The same policy is adopted in this report. The term Black(s) is used in the place of Bantu or Native where these terms may have appeared previously.

** Alteration of the name of the Department of Bantu Education to the Department of Education and Training with effect from 8 February 1978 (Government Gaz ette 5887 of 24 February 1978, Department of the Prime Minister, Proclamation No. 300 of 24 February 1978).

*** Primary school level means Sub A up to and including Standard 5.

adults) have a minimum of, or no basic education with the result that Blacks especially are characterized as being illiterate.

a) According to Newsletter Number 140 of the Human Sciences Research Council (1983), there are approximately six million adults in Southern Africa (including the national states and the independent republics) whose education is not adequate enough for them to be regarded as literate. This number of illiterates is not confined to the remote rural areas only; approximately 50 % of economically active Black adults are regarded as being illiterate.

b) With reference to an article, "Neem kennis van die 5,3 miljoen Swartes op skool" in the October 1983 issue of Tegniek, the great majority of Black pupils (approximately 57 %) are in Sub-standard A (Sub A) to Standard 2, and almost 53 % of all Black school leavers have obtained qualifications ranging merely between Sub A and Standard 2. The latter group is regarded as being illiterate and semiliterate (pp. 46 and 48).

c) In 1979 approximately 209 000 pupils at primary school level repeated a standard, which is about 16 % of all pupils. For 1980 the figure is 208 905 pupils (Department of Education and Training, Minute No. 25/1/11 sent to the HSRC, 10 September 1980, Paragraph 3.6).

In respect of *secondary education, the general complaint is that instruction at this level, and particularly the syllabuses,

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* Secondary education refers to Standards 6 to 10.

are too academically orientated, while vocationally oriented education is not given sufficient attention. Such a situation is not conducive to training and providing an adequate and suitable technically trained manpower corps. This, in turn, has an undermining effect on the industrial and economic development of *Southern Africa.

The examination of available education statistics reveals how significant the abovementioned problems are and how necessary it is to introduce certain priorities for education as soon as possible.

In order to find realistic solutions to the abovementioned problems, it is essential that as many education statistics as possible be compiled, systemized, tabulated and processed. The objective is then to create data bases upon which future educational planning can be based and to prevent policy makers and educational planners from being caught unawares. It is important for education leaders to be aware of what appears to be a slowly approaching problem, but which may in fact swamp the country at a stage when it may be too late to impose the necessary control measures. Those communities that experience the greatest backlogs in education and those making up the greatest numbers will inevitably be affected first and most seriously. The future will reveal whether effective measures for eliminating existing problems were introduced timeously and whether positive results were obtained.

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* By Southern Africa in 1981 and subsequently is meant the Republic of South Africa, the self-governing national states (Gazankulu, KaNgwane, KwaNdebele, KwaZulu, Lebowa, Qwaqwa) and the independent states (Transkei, Bophuthatswana, Venda, Ciskei which gained independence in 1976, 1977, 1979 and 1981 respectively - the so-called TBVC countries).

1.2 AVAILABLE SOURCES REGARDING EDUCATION STATISTICS

The annual reports of the various education departments of Southern Africa, publications containing the education statistics of the earlier Department of Statistics and the present Central Statistical Services, as well as the Report: SANSO 202 of the Department of National Education, are important sources of education statistics for this investigation. The latter report is regarded as especially useful. The report, bearing the full title: "Statistiek van gewone primêre en sekondêre skole se leerlinginskrywings vir die skooljare 1967 tot 1978 - Verslag SANSO-202" was compiled in 1979 by the Department of National Education for its own internal use. What makes the report so useful is that when it was compiled the Department of National Education sought the co-operation of all the education departments concerned to ensure that the most reliable information would be obtained. The greatest single advantage of the report is that all the education departments in Southern Africa, including those of the self-governing states, independent states and South West Africa (Namibia), were involved.

The contents of the abovementioned report are given according to the sex and standard (Grade 1/Substandard A up to and including Standard 10/Form V) of pupils attending government schools, provincial schools, state-aided schools, provincially aided schools and private schools.

A shortcoming of the Report: SANSO 202 is that although it contains information on pupil enrolment for primary and secondary schools, it reflects neither information on the training of teachers nor technical college and vocational training. In addition to the above sources,

as many others as were available were consulted and included. Since such a broad field is covered by this investigation, only parts of the most essential sources of information consulted have been incorporated in the report and consequently this report cannot be regarded as comprehensive.

In the course of the investigation it became evident that when various sources of education statistics were consulted and compared with one another, the returns of a number of education departments regarding the number of schools, pupils and teachers sometimes differed to a greater or lesser extent. Consequently problems relating to the statistics, unpublished or published, were encountered. The implication is that such education statistics are unreliable in certain respects and are even useless. Notwithstanding the sustained efforts of the Technical Advisory Committee for Education Statistics (TACE) to standardize the surveying and reporting of education statistics, substantial differences concerning method and dating by the various education departments still exist. It is the statutory task of the Central Statistical Services to prepare and publish all official statistics, but for various reasons a great variety of education statistics are published by the respective education departments themselves, while other information for example on the distribution of schools, pupils and teachers according to magisterial districts and inspection circuits is not made as readily available in published form. Consequently the education statistics published by the Central Statistical Services differ from those appearing in the annual reports and other publications of the various education departments. The reason for this may possibly lie in the fact that

the education departments concerned make their own adjustments, but fail to report them to the Central Statistical Services in time.

In 1983 Black education was controlled and managed by various independent education departments:

firstly the Department of Education and Training, which is directly concerned with and responsible for Black education in the so-called "White"* area of the Republic of South Africa;

secondly the self-governing national states (Qwaqwa, Lebowa, Gazankulu, KwaZulu, KaNgwane en KwaNdebele), each of which controls its own education, and

thirdly the four independent republics (Transkei, Bophuthatswana, Venda and Ciskei), each with its own education department.

One of the factors considerably influencing and hampering calculations and collations is the constitutional development of Blacks in Southern Africa. This constitutional development includes, among other things the introduction of new, self-governing states, the (subsequent) independence of some of these states and the periodic border changes of the Black states and the Republic of South Africa. In this regard the reader is referred to Tables 1.1 and 1.2 of this volume (Part 2) which reflects a brief chronological survey of the constitutional and educational development of the Blacks in Southern Africa.

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* The term "White" area refers to an area where matters relating to education for Blacks were controlled by the Department of Education and Training or an area outside the self-governing states or outside the TBVC countries.

TABLE 1.1

CONSTITUTIONAL DEVELOPMENT OF BLACKS IN SOUTHERN AFRICA

Black state	Regional authority instituted and granted power	Legislative Assembly	Independence National Assembly
Transkei	1 September 1956	Instituted 30 May 1963	Instituted 26 October 1976
Bophuthatswana	21 April 1961 and 14 October 1968	1 May 1971 (Ch. 1 rights) 1 June 1972 (Ch. 2 rights)	6 December 1977
Venda	9 November 1962 (both)	1 June 1971 (Ch. 1 rights) 1 February 1973 (Ch. 2 rights)	13 December 1979
Ciskei	24 March 1961 and 20 September 1978	1 June 1971 (Ch. 1 rights) 1 August 1972 (Ch. 2 rights)	4 December 1981
KwaZulu	22 May 1970 (both)	30 March 1972 (Ch. 1 rights) 1 February 1977 (Ch. 2 rights)	
Qwaqwa	1 April 1969 (both)	1 October 1971 (Ch. 1 rights) 1 November 1974 (Ch. 2 rights)	
Lebowa	10 August 1962 and 16 September 1969	1 July 1971 (Ch. 1 rights) 20 October 1972 (Ch. 2 rights)	
Gazankulu	9 November 1962 and 1 August 1969	1 July 1971 (Ch. 1 rights) 1 February 1973 (Ch. 2 rights)	
KaNgwane	19 November 1975 (both)	1 October 1977 (Ch. 1 rights)	
KwaNdebele	24 November 1977 (both)	1 October 1979 (Ch. 1 rights) 1 April 1981 (Ch. 2 rights)	

Sources: . BENSO: Statistical Review of Black Development 1979.

. BENSO: Statistical Review of Black Development Part II Independent States (TBVC countries) 1981

TABLE 1.2

BLACK DEVELOPMENT IN SOUTHERN AFRICA: CONSTITUTIONAL DEVELOPMENT, INCLUDING EDUCATION

Year	Bophuthatswana	Ciskei	Gazankulu	KaNgwane	KwaNdebele	KwaZulu	Lebowa	QwaQwa	Transkei	Venda	@ Education and Training
1956									**		////
1957									**		////
1958									**		////
1959									**		////
1960									**		////
1961	*	*							**		////
1962	*	*	*				*		**	**	////
1963	*	*	*				*		&&	**	////
1964	*	*	*				*		&&	**	////
1965	*	*	*				*		&&	**	////
1966	*	*	*				*		&&	**	////
1967	*	*	*				*		&&	**	////
1968	**	**	*				*		&&	**	////
1969	**	**	**				**	**	&&	**	////
1970	**	**	**			**	**	**	&&	**	////
1971	&	&	&			**	&	&	&&	&	////
1972	&&	&&	&			&	&&	&	&&	&	////
1973	&&	&&	&&			&	&&	&	&&	&&	////
1974	&&	&&	&&			&	&&	&&	&&	&&	////
1975	&&	&&	&&	**		&	&&	&&	&&	&&	////
1976	&&	&&	&&	**		&	&&	&&	$	&&	////
1977	$	&&	&&	&	**	&&	&&	&&	$	&&	////
1978	$	&&	&&	&	**	&&	&&	&&	$	&&	////
1979	$	&&	&&	&	&	&&	&&	&&	$	$	////
1980	$	&&	&&	&	&	&&	&&	&&	$	$	////
1981	$	$	&&	&	&&	&&	&&	&&	$	$	////
1982	$	$	&&	&	&&	&&	&&	&&	$	$	////
1983	$	$	&&	&	&&	&&	&&	&&	$	$	////
1984	$	$	&&	&	&&	&&	&&	&&	$	$	////

Reference:
- * Regional authority instituted (self-rule).
- ** Regional authority granted power (self-rule).
- & Legislative Assembly: Chapter 1 rights (self-government).
- && Legislative Assembly: Chapter 2 rights (self-government).
- $ National Assembly: Gained independence.
- //// Government department of RSA.
- @ Before 1978 known as Black Education.

Sources: The same as for Table 1.1.

For the past two decades it has been the general practice of the Department of Education and Training to include and publish the education statistics of the self-governing national states fully in its own annual reports. However, when a national state gains independence, the education department of such an independent state thereafter compiles its own annual reports, and consequently the education statistics of such an independent state are no longer published in the annual reports of the Department of Education and Training.

The education departments of the various independent states include in their annual reports all those statistics they consider essential. While attempts were being made in this investigation to compile and process statistics on the education departments of the various independent states, a frequently encountered problem was that the annual reports of the education departments of the independent states did not reflect all the statistics regarded as essential for research and future planning. This hinders the present research project(s) in the sense that certain aspects of Black education cannot be compared in every respect and at times even have to be disregarded. Consequently certain trends in Black education cannot be determined at all: neither within the independent state concerned, nor within Southern Africa as a whole. The circumstances mentioned above thus lead to a decrease being reflected in the total number of schools, pupils/students and teachers reported by the Department of Education and Training every time a new state gains independence, thus making it impossible to collate the figures of previous years and to determine meaningful trends.

In order to obtain an overview of all the aspects of Black education in Southern Africa, this investigation deals with Black education as a whole. As already stated above, as many education statistics as are available have been obtained, included, processed and discussed, from the following sources:

1) The Department of Education and Training;
2) the education departments of all the self-governing national states;
3) the education departments of all the independent states;
4) publications of the *Bureau for Economic Research: Co-operation and development (BENSO), the Department of National Education, the **Central Statistical Services and other institutions.

Statistical information on education for Blacks, compiled for the purpose of this report, was obtained from the published annual reports of all the relevant departments concerned with Black education. These individual statistics are not reflected in this report.

The consequences of this broader coverage are, among others, the following:

1) The constitutional development of each of the Black states concerned is acknowledged.

2) As much detail as possible is included in this report.

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* Formerly known as the Bureau for Economic Research regarding Black Development (BENBO).

** This service was formerly rendered by the Department of Statistics and prior to it, the Bureau of Statistics.

3) Individual future planning is possible for each education department or state concerned.

4) Certain comparisons between the education departments of the various Black and other population groups of Southern Africa are possible.

5) Parity in respect of the following aspects of education can be effected for a certain population group within the existing ethnic, language and cultural differences of the population group concerned:

   a) The effective provision of education according to specific needs and the consideration of certain priorities;

   b) equal <u>per capita</u> expenditure on education for the various population groups;

   c) co-ordinated teacher training according to needs;

   d) equal educational standards;

   e) uniform examinations at various levels;

   f) national certification.

CHAPTER 2

HISTORICAL BACKGROUND

2.1 PHASES OF DEVELOPMENT

The historical course of Black education in Southern Africa is briefly expounded in Chapter 11 of the BENBO report, "Die ontwikkeling van die menspotensiaal" (BENBO, 1976: 138-139). Black education in Southern Africa experienced four phases of development:

- The traditional phase (prior to 1798);
- the mission phase (from 1799 to 1850);
- the mission school and government school phase (from 1851 to 1958);
- the independence phase (since 1959).

2.2 TRADITIONAL PHASE

During the traditional phase (prior to 1798) the Blacks received no formal education.

2.3 MISSION PHASE

The mission phase (from 1799 to 1850) was characterized by the establishment of church schools and the accompanying role which the missionary as teacher played in this undertaking. Thus the first school for Blacks was established in 1799 near the present-day King William's Town in the Eastern Cape by Dr J.T. van der Kemp of the London Missionary Society.

2.4 MISSION SCHOOL AND GOVERNMENT SCHOOL PHASE

The mission school and government school phase extended from approximately 1850 to 1958.

In about 1851 the former colonial, republican and provincial governments of South Africa began to take an active yet independent interest in promoting Black education. The increasing demands among Blacks for educational facilities, in fact, compelled these governments to act accordingly. Consequently these authorities subjected themselves to increasing financial commitments.

When South Africa became a Union in 1910 the administration and financing of Black schools became the direct responsibility of the former provincial administrations.

During 1925 the former Union government became responsible for financing Black education. A development fund for Blacks was established and a certain percentage of the direct tax paid by Blacks supplemented this fund annually. A further R680 000,00 was added to this fund each year in the form of a grant from the South African government. The entire fund was controlled by the then Minister of Black Affairs (see footnote p. 1) in consultation with the Black Affairs Commission.

From 1945 the then Department of Education, Arts and Science and the provincial authorities exercised joint control over Black education. The financial control of Black education was transferred to the Minister of Education, Arts and Science who was assisted by the Union Advisory Council.

In terms of the Black Education Act (Act 47 of 1953) effective from 1 January 1954, the control and administration of Black education was delegated to the executive authority of the Department of Black Affairs' Education Division.

On 20 October 1958 an independent government department for the education of Blacks (the Department of Black Education), together with its own minister, was created.

In terms of the Black Education Act (Act 47 of 1953) the South African government undertook to pay an annual amount of R13 million and a portion of the direct taxation imposed on Blacks into the Black education account.

2.5 INDEPENDENCE PHASE (1959 AND THEREAFTER)

The independence phase in Black education began in 1959 when the Advancement of Black Self-Management Act (Act 46 of 1959) came into effect. This act, together with the later Constitution of the National States (Act 21 of 1971) makes it possible for every national state to establish its own independent department of education which controls and manages its own education.

Since 1978 the name of the state department administering all Black education within the "White" area of the Republic of South Africa was changed to the Department of Education and Training (see footnote for Paragraph 1.1 above).

When a national state is granted self-government, the responsibility of the Department of Education and Training is changed systematically as one facet after another of its responsibility regarding education is transferred to the education department of the relevant national state.

During 1985 the actual position was that the Department of Education and Training controlled and managed only those matters relating to

the education of Blacks in the "White" area and in the non-activated Black areas. However the Department of Education and Training still fulfils an important advisory function in respect of the education departments of the self-governing states. Specific auxiliary services are still provided to the self-governing national states regarding matters such as syllabuses, courses, examinations, evaluation and guidance services and seconding professional and other education personnel, as required. However, the latter is effected in terms of written agreements between the Department of Education and Training and the relevant self-governing national state; if not, it is effected on the request of the education department of the relevant state.

CHAPTER 3

DEVELOPMENT SINCE 1960

3.1 INTRODUCTION

At the beginning of 1954 the central government of the then Union of South Africa took over Black education, formerly under divided control, with its multitude of plaguing problems and backlogs, in order to place it under central administration. However, new problems accompanied the further development of Black education. Some of the new problems are mentioned briefly below:

- The Black communities regarded the take-over by the new Department of Black Education with suspicion and distrust.

- Two new statutory bodies (the school board and the school committee) were established:

  A <u>school board</u> exercised control over a number of community schools within an area. The school board was responsible for appointing, transferring and promoting the teachers employed in its schools, while each school had its own <u>school committee</u> which represented the parents of the school and advised the school board in respect of local education matters. In many cases the members of these school boards/school committees had had only a few years' scholastic training, while others were even illiterate. For the teaching staff this was unacceptable since, among other things, such members were required to make decisions regarding the appointment, transfer, discharge and promotion of teachers, without knowing or understanding the

regulations governing these aspects. The central government subsidized the construction of community schools and teachers' salaries.

- In addition to the abovementioned community schools, there were also farm schools of which there were already 4 000 at the beginning of the sixties. Farm schools were located on the properties of White farmers. Each farm owner was responsible for maintaining the school on his property, while the government subsidized the erection of classrooms, teachers' salaries and the provision of school supplies for these farm schools.

- Although (Black) education was neither compulsory nor free, pupil enrolment on the primary school level increased annually.

- The demand for education, the need for more classrooms and an adequate number of properly trained teachers, exceeded supply.

When compared with the sixties, the number of pupils and teachers of the seventies and later, both in the self-governing national states and the independent states, as well as in the "White" area of the Republic of South Africa, has increased considerably. Especially at postprimary school level the pupil growth was increasing extremely quickly: when compared with the 1960 enrolment the increase in 1970 was 148,6 %, in 1975 530,9 %, in 1980 1 388,6 %, in 1982 1 647,6 % and in 1983 1 816,0 % (see Table 3.2).

The information on the quantitative development experienced by Black education between 1960 and 1983 is reflected in Tables 3.1 to 3.15.

TABLE 3.1

DEVELOPMENT OF EDUCATION FOR BLACKS IN RESPECT OF PUPILS/STUDENTS, TEACHERS/LECTURERS, CLASSROOMS, SCHOOLS/COLLEGES AND EXPENDITURE ON EDUCATION FROM 1960 TO 1983, EXCLUDING UNIVERSITIES

	Year	Republic of South Africa	Self-governing national states	Independent states	TOTAL
	*1983				
Preprimary education		5 503	435	2 022	7 960
Pupils/students					
Primary education (ordinary)		1 407 124	1 745 840	1 394 383	4 547 347
Special education		2 055	956	1 570	4 581
Subtotal (primary)		1 409 179	1 746 796	1 395 953	4 551 928
Secondary education		273 401	409 784	316 932	1 000 117
Teacher training		3 581	11 386	5 785	20 752
Technical and vocational training + other		3 365	2 707	3 637	9 709
Subtotal (postprimary)		280 347	423 877	326 354	1 030 578
Total enrolment (primary + postprimary)		1 689 526	2 170 673	1 722 307	5 582 506
Teachers/lecturers		42 561	49 328	40 221	132 086
Classrooms		33 517	32 982	**32 543	**98 740
Rooms for double sessions/platoon system		506	2 848	***	***3 354
Schools/colleges/technikons		7 275	4 609	5 103	16 987
Expenditure on education (R): 1983/84		303 408 900	289 745 284	317 550 400	910 704 584
	*1982				
Pupils/students					
Primary education (ordinary)		1 374 964	1 651 613	1 368 015	4 394 592
Special education		1 299	1 235	1 579	4 113
Subtotal (primary)		1 376 263	1 652 848	1 369 594	4 398 705
Secondary education		245 850	369 299	299 162	914 311
Teacher training		2 696	10 212	6 084	18 992
Technical and vocational training + other		2 066	2 242	2 410	6 718
Subtotal (postprimary)		250 612	381 753	307 656	940 021
Total enrolment (primary + postprimary)		1 626 875	2 034 601	1 677 250	5 338 726
Teachers/lecturers		39 834	43 908	37 070	120 812
Classrooms		32 385	32 982	30 154	95 521
Rooms for double sessions/platoon system		422	3 330	**	**3 752
Schools/colleges/technikons		7 013	4 391	4 875	16 279
Expenditure on education (R): 1982/83		253 986 700	179 092 258	225 078 000	658 156 958
	*1981				
Pupils/students					
Primary education (ordinary)		1 364 547	1 736 023	1 115 168	4 215 738
Special education		1 083	982	624	2 689
Subtotal (primary)		1 365 630	1 737 005	1 115 792	4 218 427
Secondary education		226 117	371 803	231 394	829 314
Teacher training		2 375	11 967	7 369	21 711
Technical and vocational training + other		1 281	2 290	1 837	5 408
Subtotal (postprimary)		229 773	386 060	240 600	856 433
Total enrolment (primary + postprimary)		1 595 403	2 123 065	1 356 392	5 074 860
Teachers/lecturers		38 344	45 475	29 514	113 333
Classrooms		29 106	30 777	28 974	89 757
Rooms for double sessions/platoon system		825	3 915	**872	5 612
Schools/colleges/technikons		6 908	4 812	3 981	15 701
Expenditure on education (R): 1981/82		206 224 700	208 095 811	167 022 000	581 342 511
	1980				
Pupils/students					
Primary education (ordinary)		1 307 017	1 670 078	1 089 984	4 067 079
Special education		575	777	*546	*1 898
Subtotal (primary)		1 307 592	1 670 855	1 090 530	4 068 977
Secondary education		211 905	343 233	218 668	773 806
Teacher training		1 920	12 502	7 599	22 021
Technical and vocational training + other		874	2 293	1 682	4 849
Subtotal (postprimary)		214 699	358 028	227 949	800 676
Total enrolment (primary + postprimary)		1 522 291	2 028 883	1 318 479	4 869 653
Teachers/lecturers		34 176	41 464	27 551	103 165
Classrooms		28 015	29 578	28 719	86 312
Rooms for double sessions/platoon system		2 792	5 466	**843	**9 101
Schools/colleges/technikons		6 687	4 689	3 894	15 270
Expenditure on education (R): 1981/82		143 847 700	154 129 138	128 420 000	26 396 838

TABLE 3.1 (continued)

	Year	Republic of South Africa	Self-governing national states	Independent states	TOTAL
	1979				
Pupils/students					
Primary education (ordinary)		1 292 005	1 664 859	946 721	3 903 585
Special education		550	920	*441	*1 911
Subtotal (primary)		1 292 555	1 665 779	947 162	3 905 496
Secondary education		184 028	323 974	182 925	690 927
Teacher training		1 845	12 706	6 409	20 960
Technical and vocational training + other		714	2 728	1 528	4 970
Subtotal (postprimary)		186 587	339 408	190 862	716 857
Total enrolment (primary + postprimary)		1 479 142	2 005 187	1 138 024	4 622 353
Teachers/lecturers		32 576	40 288	23 444	96 308
Classrooms		26 478	27 105	27 114	80 697
Rooms for double sessions/platoon system		3 625	5 060	*911	*9 596
Schools/colleges		6 657	4 838	3 400	14 895
Expenditure on education (R): 1979/80		116 739 700	120 117 470	89 720 000	326 677 170
	1978				
Pupils/students					
Primary education (ordinary)		1 215 296	1 569 645	918 728	3 703 669
Special education		550	900	*407	*1 857
Subtotal (primary)		1 215 846	1 570 545	919 135	3 705 526
Secondary education		157 323	286 062	171 689	615 074
Teacher training		1 571	12 599	6 003	20 173
Technical and vocational training + other		610	2 736	2 174	5 520
Subtotal (postprimary)		159 504	301 397	179 866	640 767
Total enrolment (primary + postprimary)		1 375 350	1 871 942	1 099 001	4 346 293
Teachers/lecturers		29 354	37 410	22 057	88 821
Classrooms		24 632	25 691	25 629	75 952
Rooms for double sessions/platoon system		4 897	5 597	*1 164	*11 658
Schools/colleges		6 294	4 638	3 324	14 256
Expenditure on education (R): 1978/79		99 505 800	95 795 000	75 608 000	270 908 800
	1977				
Pupils/students					
Primary education (ordinary)		1 256 448	1 751 662	549 155	3 557 265
Special education		523	1 165	*	*1 688
Subtotal (primary)		1 256 971	1 752 827	549 155	3 558 953
Secondary education		171 667	289 655	84 209	545 531
Teacher training		2 128	14 252	2 803	19 183
Technical and vocational training + other		740	4 161	314	5 215
Subtotal (postprimary)		174 535	308 068	87 326	569 929
Total enrolment (primary + postprimary)		1 431 506	2 060 895	636 481	4 128 882
Teachers/lecturers		29 625	40 570	13 124	83 319
Classrooms		24 793	35 172	1 200	71 965
Rooms for double sessions/platoon system		5 180	6 029	*	*11 209
Schools/colleges		6 189	5 233	2 287	13 709
Expenditure on education (R): 1977/78		79 664 000	96 986 000	45 721 000	222 371 000
	1976				
Pupils/students					
Primary education (ordinary)		1 264 851	1 633 903	516 602	3 415 356
Special education		495	1 057	*	*1 552
Subtotal (primary)		1 265 346	1 634 960	516 602	3 416 908
Secondary education		156 045	233 021	68 064	457 130
Teacher training		2 209	12 791	3 073	18 073
Technical and vocational training + other		791	4 137	291	5 219
Subtotal (postprimary)		159 045	249 949	71 428	480 422
Total enrolment (primary + postprimary)		1 424 391	1 884 909	588 030	3 897 330
Teachers/lecturers		28 800	35 068	11 492	75 360
Classrooms		23 686	31 835	12 300	67 821
Rooms for double sessions/platoon system		5 753	6 415	*	*12 168
Schools/colleges		6 000	4 892	2 336	13 228
Expenditure on education (R): 1981/82		65 805 000	100 191 000	30 817 000	196 813 000

TABLE 3.1 (continued)

	Year	Republic of South Africa	Self-governing national states	Independent states	TOTAL
	1975				
Pupils/students					
Primary education (ordinary)		1 263 793	2 115 080		3 378 873
Special education			1 825		1 825
Subtotal (primary)		1 263 793	2 116 905		3 380 698
Secondary education		96 741	221 827		318 568
Teacher training		1 925	13 638		15 563
Technical and vocational training + other		804	4 422		5 226
Subtotal (postprimary)		99 470	239 887		339 357
Total enrolment (primary + postprimary)		1 363 263	2 356 792		3 720 055
Teachers/lecturers		26 529	42 478		69 007
Classrooms		22 836	39 724		62 560
Rooms for double sessions/platoon systems		4 595	5 681		10 276
Schools/colleges		5 763	6 708		12 471
Expenditure on education (R): 1975/76		58 231 000	92 808 000		151 039 000
	1970				
Pupils/students					
Primary education (ordinary)		1 453 414	1 160 075		2 613 489
Special education		1 114	358		1 472
Subtotal (primary)		1 454 528	1 160 433		2 614 961
Secondary education		64 481	58 008		122 489
Teacher training		2 474	5 074		7 548
Technical and vocational training + other		1 501	2 151		3 652
Subtotal (postprimary)		68 456	65 233		133 689
Total enrolment (primary + postprimary)		1 522 984	1 225 666		2 748 650
Teachers/lecturers		25 755	20 198		45 953
Classrooms		23 433	20 554		43 987
Rooms for double sessions/platoon systems		6 346	2 967		9 313
Schools/colleges		6 087	4 046		10 133
Expenditure on education (R): 1970/71		*	*		52 276 351
	1965				
Pupils/students					
Primary education (ordinary)		1 591 802	291 170		1 882 972
Special education		716	302		1 018
Subtotal (primary)		1 592 518	291 472		1 883 990
Secondary education		57 411	9 157		66 568
Teacher training		3 668	880		4 548
Technical and vocational training + other		1 838	892		2 730
Subtotal (postprimary)		62 917	10 929		73 846
Total enrolment (primary + postprimary)		1 655 435	302 401		1 957 836
Teachers/lecturers		28 692	5 350		34 042
Classrooms		*	*		26 935
Rooms for double sessions/platoon systems		*	*		*
Schools/colleges		7 222	1 588		8 810
Expenditure on education (R): 1965/66		*	*		25 185 398
	1960				
Pupils/students					
Primary education (ordinary)		1 452 246			1 452 246
Special education		-			-
Subtotal (primary)		1 452 246			1 452 246
Secondary education		47 598			47 598
Teacher training		4 292			4 292
Technical and vocational training + other		1 898			1 898
Subtotal (postprimary)		53 788			53 788
Total enrolment (primary + postprimary)		1 506 034			1 506 034
Teachers/lecturers		27 767			27 767
Classrooms		20 468			20 468
Rooms for double sessions/platoon systems		*			*
Schools/colleges		7 718			7 718
Expenditure on education (R): 1960/61		18 852 514			18 852 514

Note . For 1983: * Centres for adult education excluded.
** Transkei, Venda excluded.
*** Information not available.

. For 1982: * Preprimary education included, but available information is incomplete.
** Information not available.

. For 1981: * Ciskei included under self-governing states/gained independence since 4 December 1981).
** Transkei, Venda excluded.

. For 1980: * Transkei excluded.
** Transkei, Venda excluded.

. For 1976 to 1979: * Transkei excluded (information unknown).

. For 1960, 1965, 1970: * Information not available.

. The totals in respect of expenditure on education for the self-governing national states as reflected in the annual reports of the Department of Education and Training were compared with the particular totals for the same self-governing states as indicated in BENSO's Statistical review of Black development Part I 1981 and 1982. The amounts concerned do not correspond. It was decided to use the totals indicated by the Department of Education and Training for the RSA and the self-governing states for Table 3.1. Information relating to the independent states was however obtained from the above BENSO publications.

Sources: . Tables 7.1, 7.3, 7.17.

. Republic of South Africa: Department of Bantu Education: Annual Report 1965.

. Republic of South Africa: Department of Education and Training: Annual Reports 1980, 1982-1983.

. BENSO: Statistical Review of Black Development: 1979-1982.

. Republic of Transkei: Department of Education: Annual Reports 1976-1983.

. Republic of Bophuthatswana: Department of Education: Annual Reports 1978-1983.

. Republic of Venda: Department of Education: Annual Reports 1978-1983.

. Republic of Ciskei: Department of Education: Annual Reports 1982-1983.

TABLE 3.2

PERCENTAGE INCREASES USING THE FIGURES FOR 1960 AS A BASIS FOR ALL BLACKS IN SOUTHERN AFRICA: REPUBLIC OF SOUTH AFRICA, SELF-GOVERNING NATIONAL AND INDEPENDENT STATES: PUPILS/STUDENTS, TEACHERS/LECTURERS, CLASSROOMS, SCHOOLS/COLLEGES, EXPENDITURE ON EDUCATION

	1965	1970	1975	1976	1977	1978	1979	1980	1981	1982	1983
On total pupil/student enrolment	30,0	82,5	147,0	158,8	174,2	188,6	206,9	223,3	237,0	254,5	270,7
On total primary enrolment	29,7	80,1	132,8	135,3	145,1	155,2	168,9	180,2	190,5	202,9	213,4
On primary enrolment only	29,7	80,0	132,7	135,2	145,0	155,0	168,8	180,1	190,3	202,6	213,1
On total postprimary enrolment	37,3	148,6	530,9	793,2	959,6	1 091,3	1 232,8	1 388,6	1 492,2	1 647,6	1 816,0
On secondary enrolment only	39,9	157,3	569,3	860,4	1 046,1	1 192,2	1 351,6	1 525,7	1 642,3	1 820,9	2 001,2
On enrolment for teacher training only	6,0	75,9	262,6	321,1	347,0	370,0	388,4	413,1	405,9	342,5	383,5
On enrolment for technical etc. only	43,8	92,4	175,3	175,0	174,8	190,8	161,9	155,5	184,9	254,0	411,5
On the number of serving teachers/lecturers	22,6	65,6	148,5	171,4	200,1	219,9	246,8	271,5	308,2	335,1	375,7
On the actual number of available classrooms*	31,6	114,9	205,7	231,4	251,6	271,1	294,3	323,7	319,5	366,7	**
On the number of schools/ colleges	14,2	31,3	61,6	71,4	77,6	84,7	93,0	97,9	103,4	110,9	120,1
On the total expenditure on education	33,6	177,3	701,2	944,0	1 079,5	1 337,0	1 632,8	2 161,8	2 983 6	3 391,1	4 730,7

Source: Table 3.1.
* Classrooms used twice for double sessions and the platoon system are excluded.
** Unknown (all information not available).

3.2 PUPIL ENROLMENT

(Tables 3.1, 3.2 and 3.3 and Diagram 3.1 relate to pupil enrolment.)

From Table 3.1 it is clear that between 1960 and 1983 the total pupil enrolment increased from 1 506 034 to 5 582 506. This means that over a period of 23 years the total number of pupils increased by 270,7 %, that is an average of 11,8 % per annum (Table 3.2).

The pupil enrolment for the entire primary school level increased by 213,4 % over a period of 23 years. For the total postprimary school level (teacher training included) the increase was 1 816,0 % for the same period. This represents an average increase of 9,3 % a year for primary education and 79,0 % for all postprimary education. The

TABLE 3.3

CUMULATIVE PERCENTAGE INCREASES FOR PRIMARY AND SECONDARY SCHOOL PUPILS (ALL BLACKS) USING THE FIGURES FOR 1960 AS A BASIS

Year	Primary pupils		Secondary pupils	
	N	%	N	%
1960	1 452 246	-	47 598	-
1965	1 882 972	29,7	66 568	39,9
1970	2 613 489	80,1	122 489	157,3
1975	3 378 873	132,8	318 568	569,3
1980	4 067 079	180,2	773 806	1 525,7
1981	4 215 738	190,5	829 314	1 642,3
1982	4 394 592	202,9	914 311	1 820,9
1983	4 547 347	213,4	1 000 117	2 001,2

Source: Tables 3.1, 3.2.

secondary school pupil enrolment (*Standard 6/Form I to Standard 10/ Form V) increased from 47 598 in 1960 to 1 000 117 in 1983, that is an increase of 2 001,2 % over a period of 23 years or an average of 87,0 % a year. According to Table 3.3 and Diagram 3.1 it is clear that between 1960 and 1983 the percentage increases for secondary school pupils far exceeded those for primary school pupils.

3.3 NUMBER OF TEACHERS

(Tables 3.1, 3.2, 3.4, 3.5A, 3.5B, 3.6, 3.7.)

For the periods 1960 to 1965 and 1960 to 1970 the number of teachers did not keep pace with the quick tempo of increasing pupil numbers (Table 3.1). This means that the pupil : teacher ratio did not develop as desired (Table 3.4). The number of pupils per teacher steadily increased and this fact certainly could not have promoted the quality of education. However, in 1975 the percentage increase of teachers (148,5 %) drew level with that of pupils (147,0 %) reflecting a pupil : teacher ratio of 53,9 : 1 (Tables 3.2 and 3.4). According to the figures for 1980 and 1983 it appears that the situation improved somewhat when the pupil : teacher ratio was reduced to 47,2 : 1 and 42,3 : 1 respectively (see Table 3.4). The latter ratio is, however, still not a desirable one.

It is preferable to determine the extent to which the qualification level of teachers accompanied the rapid increase in teachers and

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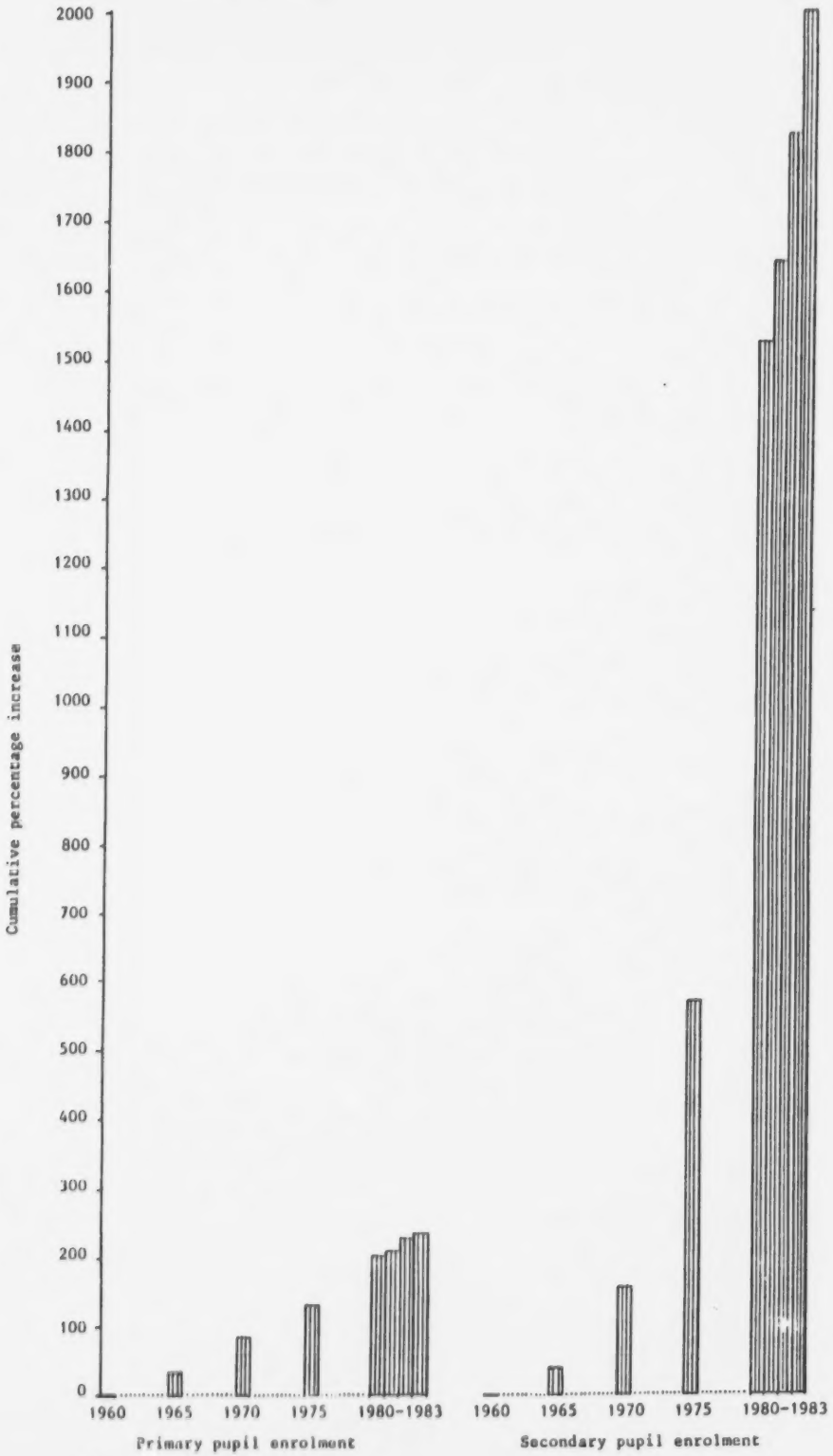
* Up to and including 1977 the term form was used at secondary school level instead of standard : Form I for Standard 6, Form II for Standard 7, Form III for Standard 8, Form IV for Standard 9 and Form V for Standard 10.

DIAGRAM 3.1
CUMULATIVE PERCENTAGE INCREASES FOR PRIMARY AND SECONDARY SCHOOL PUPIL ENROLMENTS, USING THE 1960 ENROLMENT AS A BASIS: 1960, 1965, 1970, 1975, 1980 TO 1983



Source: Table 3.3.

TABLE 3.4

PUPIL/STUDENT : TEACHER/LECTURER RATIO: 1960 TO 1983 (EXCLUDING UNIVERSITIES)

Year	Pupil/student enrolment	Teachers/lecturers	Pupil/student : teacher/lecturer ratio
1960	1 506 034	27 767	54,2 : 1
1961	1 608 668	27 828	57,8 : 1
1862	1 684 426	28 849	58,4 : 1
1963	1 770 371	30 119	58,8 : 1
1964	1 850 906	32 414	57,1 : 1
1965	1 957 836	34 042	57,5 : 1
1966	3 111 886	35 998	58,7 : 1
1967	2 241 477	38 403	58,4 : 1
1968	2 397 152	41 011	58,5 : 1
1969	2 552 807	43 638	58,5 : 1
1970	2 748 650	45 953	59,8 : 1
1971	2 930 512	50 193	58,4 : 1
1972	3 095 299	53 765	57,6 : 1
1973	3 304 549	57 902	57,1 : 1
1974	3 505 860	62 480	56,1 : 1
1975	3 720 055	69 007	53,9 : 1
1976	3 897 330	75 360	51,7 : 1
1977	4 128 882	83 319	49,6 : 1
1978	4 346 293	88 821	48,9 : 1
1979	4 622 353	96 308	48,0 : 1
1980	4 869 653	103 165	47,2 : 1
1981	5 074 860	113 333	44,8 : 1
1982	5 338 726	120 812	44,2 : 1
1983	5 582 506	132 086	42,3 : 1

Sources:
- Department of Education and Training: Annual Reports 1980 and 1983.
- Ciskei (Republic): Department of Education: Annual Reports 1982 and 1983.
- Bophuthatswana (Republic): Department of Education: Annual Reports 1978 to 1983.
- Transkei (Republic): Department of Education: Annual Reports 1976 to 1983.
- Venda (Republic): Department of Education: Annual Reports 1978 to 1983.

pupil enrolment. Tables 3.5A, 3.5B and 3.6 were compiled for this purpose.

Comments on Table 3.5A:

From 1961 the percentage of qualified primary school teachers did not improve at all. From 1980 to 1983 the percentage of qualified individuals decreased from 84,1 % to 79,1 %.

Only those qualified teachers in possession of a Standard 10 certificate or higher academic qualification and a teacher's certificate may be regarded as academically and professionally qualified to teach in primary schools. The percentage of this group of teachers increased from 3,1 % to 11,6 % from 1976 to 1983. Since this percentage is still very low the group, possessing a qualification lower than Standard 10, to all intents and purposes may be regarded as underqualified.

The percentage of qualified teachers in secondary schools has shown no improvement whatsoever. In 1970 the total percentage was 93,4 % and in 1983 it was 87,4 %.

Only qualified university-trained teachers, that is those possessing an incomplete or full university degree and a teacher's certificate may be regarded as academically and professionally qualified to teach in secondary schools up to and including Standard 10. From 1970 to 1980 the percentage in question decreased to a great extent: from 40,8 % to 13,4 %, and from 1980 to 1983 this percentage increased minimally - merely to 15,4 % from 13,4 % in 1980.

TABLE 3.5A

BLACK EDUCATION: QUALIFICATIONS OF TEACHERS AT PRIMARY AND SECONDARY SCHOOLS/DIVISIONS ACCORDING TO THE NUMBER AND PERCENTAGE OF THE TOTAL NUMBER OF TEACHERS: 1961 TO 1983

Year	Primary education						Secondary education						Excluding
	Teachers who have a teacher's certificate plus												
	University training		Std 10 certificate		Std 8 certificate or lower		University training		Std 10 certificate		Std 8 certificate or lower		
	N	%	N	%	N	%	N	%	N	%	N	%	
1983	200	0,3	8 552	11,3	51 556	67,5	3 841	15,4	14 168	56,8	3 773	15,2	Tr, Ve, Cl
1982	116	0,1	6 004	8,0	53 929	74,2	3 570	15,3	12 764	54,9	3 814	16,4	Tr, Ve
1981	88	0,1	4 477	6,3	54 326	76,4	3 147	15,0	10 864	51,6	4 081	19,4	Tr, Ve
1980	75	0,1	3 430	5,3	50 669	78,7	2 568	13,4	8 767	45,9	5 151	27,0	Tr, Ve
1979	75	0,1	2 740	4,3	50 368	79,2	2 620	15,8	7 774	47,0	3 697	22,3	Tr
1978	76	0,1	2 072	3,5	45 199	77,0	2 676	17,2	6 587	42,4	4 031	26,0	Tr
1977	170	0,3	1 854	3,5	40 105	74,8	2 486	15,7	5 578	35,1	5 527	34,8	Tr
1976	65	0,1	1 506	3,0	38 096	75,7	2 613	20,3	4 763	38,5	4 031	35,5	Tr
1975	99	0,2	2 138	3,7	45 199	78,6	2 636	25,4	4 411	42,6	2 576	24,9	-
1970	119	0,3	2 238	6,4	25 199	72,0	1 414	40,8	1 192	33,9	659	18,7	Tr
1965	20	0,1	55	0,2	21 015	79,7	523	23,8	327	14,8	1 117	50,7	Tr
1961	104	0,4	63	0,3	23 253	90,9	751	35,5	221	10,5	1 004	47,2	-

Sources: Tables 7.8, 7.9.

TABLE 3.5B

BLACK SECONDARY EDUCATION: AVERAGE NUMBER OF UNIVERSITY-TRAINED TEACHERS (FULL AND INCOMPLETE DEGREES) PER AVERAGE SCHOOL/DIVISION: 1961 TO 1983

Year	Total number of schools/ divisions	Total number of teachers	Teachers with university training	Average number of teachers with university training per school/division	Teachers with university training as % of the average number of teachers per school/division	Excluding
1983	1 585	24 293	3 841	2,4 (out of 15,3)	15,7 %	Tr, Ve, Ci
1982	1 612	23 267	3 570	2,2 (out of 14,4)	15,3 %	Tr, Ve
1981	1 499	21 037	3 147	2,1 (out of 14,0	15,0 %	Tr, Ve
1980	1 357	19 106	2 568	1,9 (out of 14,1)	13,5 %	Tr, Ve
1979	1 558	16 554	2 620	1,7 (out of 10,6)	16,0 %	Tr
1978	1 364	15 532	2 676	2,0 (out of 11,4)	17,5 %	Tr
1977	1 265	15 882	2 486	2,0 (out of 12,6)	15,9 %	Tr
1976	1 038	12 384	2 613	2,5 (out of 11,9)	21,0 %	Tr
1975	1 778	10 360	2 636	1,5 (out of 5,8)	25,9 %	-
1970	348	3 515	1 414	4,1 (out of 10,1)	40,6 %	Tr
1965	288	2 203	523	2,0 (out of 7,6)	26,3 %	Tr
1961	*240	2 116	751	3,1 (out of 8,8)	35,2 %	-

* Estimated Tr: Transkei Ve: Venda Ci: Ciskei

Sources: . Tables 3.5A, 7.9.
. Department of Bantu Education: Annual Reports 1970, 1975-1977.
. Department of Education and Training: Annual Reports 1978-1983.
. Republic of Ciskei: Department of Education: Annual report 1982.
. Republic of Bophuthatswana: Department of Education: Annual reports 1978-1983.

The group of qualified teachers with a Standard 10 certificate and a teacher's certificate is regarded as underqualified to teach in secondary schools, since their academic training is too limited.

Upon examination the statistical information contained in Table 3.5B reflects that since 1980 less than 16 % of the teaching staff of the average secondary school for Black pupils has had some or other form of university training. In the light of this fact no significant success can be expected at secondary education level in Black schools since the majority of teachers responsible for secondary education are academically underqualified.

Table 3.6 contains a summary of the number of teachers regarded as suitably qualified to teach in primary and secondary schools. The data are given for specific years. In order to determine trends the figures were applied indirectly by calculating percentages, since information for certain areas was lacking. The figures for properly qualified teachers are reflected as percentages of the number of teachers for each year. The percentages of primary school teachers are very low with slight increases occurring from 1979 onwards. With regard to secondary education the situation is not much better, except for the fact that the percentages are higher; the percentages for 1961 and 1983 are virtually the same.

The information contained in the above Tables 3.5A, 3.5B and 3.6 clearly indicates that the rapid increase in the number of teachers was in fact, accompanied by a significantly lower qualification level, a feature which, measured against accepted standards for promoting education, holds no qualitative advantage for Black education.

TABLE 3.6

NUMBER OF TEACHERS EMPLOYED AT PRIMARY AND SECONDARY SCHOOLS AND NUMBER OF TEACHERS REGARDED AS SUITABLY QUALIFIED TO TEACH AT PRIMARY AND SECONDARY SCHOOLS: 1961 TO 1983

Year	Excluding education departments	Primary schools			Secondary schools					
		Serving teachers	With full/incomplete degree or Std 10 certificate and teacher's certificate		Serving teachers	With full/incomplete degree and teacher's certificate		With Std 10 certificate and secondary teacher's certificate		N(a) + N(b)
		N	N	%	N	N(a)	%	N(b)	%	%
1961	-	25 583	167	0,7	2 116	751	35,5	161	7,6	43,1
1965	Tr	26 374	75	0,3	2 203	523	23,7	219	9,9	33,6
1970	Tr	35 003	2 357	6,7	3 515	1 414	40,2	196	5,6	45,8
1975	-	57 505	2 237	3,9	10 360	2 636	25,4	1 189	11,5	36,9
1976	Tr	50 341	1 571	3,1	12 384	2 513	21,1	1 335	10,8	31,9
1977	Tr	53 617	2 024	3,8	15 882	2 486	15,7	1 719	10,8	26,5
1978	Tr	58 720	2 148	3,7	15 532	2 676	17,2	2 349	15,1	32,3
1979	Tr	63 619	2 815	4,4	16 594	2 620	15,8	3 074	18,6	34,4
1980	Tr, Ve	64 418	3 505	5,4	19 106	2 568	13,4	3 316	17,4	30,8
1981	Tr, Ve	71 090	4 565	6,4	21 037	3 147	15,0	4 382	20,8	35,8
1982	Tr, Ve	75 196	6 120	8,1	23 267	3 570	15,3	5 482	23,6	38,9
1983	Tr, Ve, Ci	76 227	8 752	11,5	24 923	3 841	15,4	6 889	27,6	43,0

Tr: Transkei Ve: Venda Ci: Ciskei

Sources: Tables 7.8, 7.9.

It is extremely difficult to identify specific factors that could possibly be responsible for lowering the qualification level of teachers. Although the extent of these factors is not known, it was found that during the past two decades some well-qualified Black teachers had left teaching to assume posts in various sectors of the community, such as the private sector, government departments, especially those of the self-governing national states and the independent states, the universities, and the South African Broadcasting Corporation, including South African Television.

Table 3.7 reflects information regarding the number of Black candidates who passed the Standard 10 examination with matriculation exemption, and with a senior certificate without exemption, for the period 1960 to 1983. If the almost 9 000 exempted candidates for 1983/84 (Table 3.7) are compared with the approximately 21 000 secondary school teachers (Table 3.6 - excluding Ciskei, Transkei and Venda) who in 1983 did <u>not</u> have a full or incomplete university degree, the extent of the backlog in respect of properly qualified secondary school teachers becomes evident. It is not known what percentage of each year's matriculants who either have or do not have exemption make themselves available for university training in education in order to obtain a degree or diploma. It would thus appear that, for the following decade, a simple solution is not likely to be found for the problem of unqualified and underqualified secondary school teachers in Black education.

TABLE 3.7

NUMBER OF BLACK CANDIDATES WHO PASSED THE STANDARD 10 EXAMINATION WITH MATRICULATION EXEMPTION AND THOSE WHO OBTAINED THE SENIOR CERTIFICATE WITHOUT EXEMPTION: 1960/61 TO 1983/84

Year	With matriculation exemption	Senior certificate without exemption	National technical certificate III	Total
1960/61	118	279	-	397
1961/62	115	338	-	453
1962/63	221	426	-	647
1963/64	171	296	-	467
1964/65	338	599	-	937
1965/66	365	735	-	1 100
1966/67	557	876	-	1 433
1967/68	537	688	-	1 225
1968/69	842	664	-	1 506
1969/70	882	1 490	-	2 372
1970/71	1 104	1 741	-	2 845
1971/72	1 427	1 921	-	3 348
1972/73	1 939	2 512	-	4 451
1973/74	1 959	2 369	-	4 328
1974/75	2 208	2 710	4	4 922
1975/76	3 686	3 013	-	6 699
1976/77	2 309	7 427	5	9 741
1977/78	3 138	6 721	4	9 863
1978/79	4 998	10 712	5	15 715
1979/80	6 214	15 030	25	21 269
1980/81	6 929	25 930	81	32 940
1981/82	7 185	32 373	221	39 779
1982/83	7 590	37 685	445	45 720
1983/84	8 729	42 868	820	52 417

Sources:
- Central Statistical Services: Education statistics: 1985, 1984, 1982.
- Republic of Transkei: Education: Reports: 1983, 1982, 1981, 1978, 1977, 1976.
- Republic of Bophuthatswana: Department of Education: Annual Reports: 1978-1983.
- HSRC: Unpublished information on examination results: 1953 to 1978.

3.4 PROVISION OF CLASSROOMS

(Tables 3.1, 3.2, 3.8.)

As far as the provision of classrooms is concerned, it appears from Table 3.1 that the total number of available classrooms increased from 20 468 in 1960 to 95 521 in 1982 (information for 1983 is incomplete). This represents a percentage increase of 366,7 % for the 22-year period (that is an average of 16,7 % a year). Although this percentage increase exceeds that for both pupils and teachers, the pupil : classroom ratios for the respective years, as reflected in Table 3.8 still remain unsatisfactory, despite the fact that it may be accepted that the available number of classrooms reflected in the annual reports and other publications do not always include all the types of education under discussion.

What should always be borne in mind, is the fact that the figures for pupils/students used for the ratios reflected in Table 3.4, include the double sessions in the Sub A and Sub B classes, the platoon system in various primary classes, as well as all postprimary pupils (secondary education, technical training and vocational training, as well as teacher training).

A double session means that the same teacher deals with two separate class-groups, each comprising a maximum of 50 pupils, during the normal school day, that is a total of 100 pupils per teacher per school day. The duration of the first session is usually from 08h30 to 11h30 and the second session from 11h30 to 14h00. Usually there is a period between the two sessions when both classes receive joint instruction in certain subjects, for example from 11h00 to 11h30. This system is implemented only in the substandards in an attempt to

overcome the shortage of available teachers and classrooms (See Table 10 of 00/ET 20, 1983).

When the platoon system is used, two separate primary schools utilize the same school building; the school day for one of the schools lasts from 07 h 00 to 12 h 30 and that of the second school from 12 h 30 to 18 h 30. Each school has its own principal and staff. This system was introduced temporarily to overcome the shortage of school buildings for primary education (See Table 11 of 00/ET 20, 1983). The greatest problem in this system is that the normal hours of day-light are too short to accommodate two ordinary school days. The majority of schools for Blacks do not have electricity.

TABLE 3.8

PUPIL/STUDENT : TEACHER/LECTURER AND PUPIL/STUDENT : CLASSROOM RATIOS: 1960 TO 1983 (EXCLUDING AND INCLUDING DOUBLE SESSIONS AND THE PLATOON SYSTEM)

Year	Pupil : teacher ratio	Pupil : classroom ratio without double sessions and platoon system	Pupil : classroom ratio with double sessions and with platoon system
1960	54,2 : 1	73,6 : 1	**
1965	57,5 : 1	72,7 : 1	**
1970	59,8 : 1	62,5 : 1	51,6 : 1
1975	53,9 : 1	59,5 : 1	51,1 : 1
1980	47,2 : 1	56,2 : 1	50,8 : 1
1981	44,8 : 1	59,1 : 1	55,5 : 1
1982	44,2 : 1	55,9 : 1	53,8 : 1
1983	42,3 : 1	**	**

Source: Table 3.1.

** Unknown (all information not available).

Owing to the shortage of detailed education statistics and a lack of certain essential information, the effect of the above-mentioned two factors (double sessions and the platoon system) on education in general cannot always be determined. There is a greater need for providing classrooms and teaching staff for postprimary education than for primary education. The class groups for secondary school education, technical college training and vocational training, as well as for teacher training are much smaller than those for primary school education. This is especially due to the pupils'/students' choice of subjects, without mentioning the fact that practical work demands smaller class groups and specially equipped laboratories, workshops and other centres. According to the available education statistics it was not possible to distinguish separate figures in respect of classrooms for primary and postprimary education. It was also equally impossible to reflect individual figures for primary and postprimary school teachers throughout.

3.5 EXPENDITURE ON EDUCATION

(Tables 3.1, 3.2, 3.9, 3.10, 3.11; Diagrams 3.2, 3.3.)

According to the 1983 Annual Report of the Department of Education and Training (including the self-governing national states) capital expenditure and universities are excluded from the total expenditure on education (as reflected in Table 3.9).

When the increase in government expenditure for Black education (see Table 3.9) is taken into account, the situation (excluding inflation) appears favourable, especially for the period following 1970. If the 1960/61 financial year is taken as a basis, the percentage increase in government expenditure for the 1965/66 financial year is

TABLE 3.9

EXPENDITURE ON EDUCATION FOR 1960/61, 1965/66, 1970/71, 1975/76, 1980/81, 1981/82, 1982/83, 1983/84

Year	*Expenditure on education R	Percentage increase using expenditure for 1960/61 as basis
1960/61	18 852 514	-
1965/66	25 185 398	33,6 %
1970/71	52 276 351	177,3 %
1975/76	151 039 000	701,2 %
1980/81	426 396 838	2 161,8 %
1981/82	581 342 511	2 983,6 %
1982/83	658 156 958	3 391,1 %
1983/84	910 704 584	4 730,7 %

* Capital expenditure and universities excluded.

Sources:
- Department of Education and Training: Annual Reports 1980, 1983.
- BENSO: Statistical Survey of Black Development 1979, 1980, 1981, 1982.
- Republic of Transkei: Department of Education. Reports 1976-1983.
- Republic of Bophuthatswana: Department of Education: Annual Reports 1978-1983.
- Republic of Venda: Department of Education: Annual Reports 1978-1983.
- Republic of Ciskei: Department of Education: Annual Reports 1982-1983.

only 33,6 %; for 1970/71 177,3 %; for 1975/76 701,2 %; for 1980/81 it is 2 161,8 %, and for 1983/84 4 730,7 %. As the expenditure on education reflects the desired increase, an improvement in the provision of education facilities regarding more and better equipped

classrooms and more and better trained teachers can be expected. However, the positive effect of this will only become evident after the backlogs and shortages of classrooms and qualified teachers which built up in the past have been eliminated.

According to M.A. Marais it is doubtful whether the expenditure on education is optimally utilized in any country in the world as a result of common problems, such as the limited say and involvement of parents in education, the chronic shortage of properly trained teachers, teachers' salaries which do not compete with those in the private sector, and the vast number of unqualified and underqualified teachers. In this regard South Africa is no exception to the rule (The South African Journal of Economics, 52(1), March 1984: 79).

Tables 3.10 and 3.11, as well as Diagrams 3.2 and 3.3 were compiled from statistical information for the period 1960 to 1983,

firstly in respect of pupil/student enrolment, the expenditure on education, *the consumer price index (CPI), the real expenditure on education according to the CPI with 1980 = 100 as basis, per capita expenditure at current prices, real per capita expenditure, and

secondly in respect of education (at current and real prices) as a percentage of the gross domestic product (GDP) (also at current and real prices) and of the general expenditure by the government.

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* In keeping with international practice the Central Statistical Services decided to change the basic period of 1975 (=100) to 1980 (=100) for calculating the CPI, with effect from January 1985, and to publish the CPI accordingly (Annexure to Statistical News Release P2, 1985).

TABLE 3.10

PUPIL/STUDENT ENROLMENT, EXPENDITURE ON EDUCATION (AT CURRENT AND REAL PRICES) AND PER CAPITA EXPENDITURE: 1960 TO 1983

Year	Pupil/student enrolment	Financial year	*Expenditure on education at current prices	Consumer price index (CPI)	Real expenditure on education according to the CPI using 1980=100 as basis	Per capita expenditure at current prices	Real per capita expenditure
			R		R	R	R
1960	1 506 034	1960/61	18 852 514	27,5	68 555 000	12,5	45,5
1961	1 608 668	1961/62	19 206 969	28,0	68 596 000	11,9	42,6
1962	1 684 426	1962/63	19 463 624	28,5	68 293 000	11,6	40,5
1963	1 770 371	1963/64	22 352 334	28,8	77 612 000	12,6	43,8
1964	1 850 906	1964/65	23 455 757	29,5	79 511 000	12,7	43,0
1965	1 957 836	1965/66	25 285 398	30,6	82 632 000	12,9	42,0
1966	2 111 886	1966/67	27 185 398	31,7	85 758 000	12,9	40,6
1967	2 241 477	1967/68	32 977 877	32,8	100 542 000	14,7	44,9
1968	2 397 152	1968/69	35 778 794	33,3	107 444 000	14,9	44,8
1969	2 552 807	1969/70	39 486 807	34,3	115 122 000	15,5	45,1
1970	2 748 650	1970/71	52 276 351	36,1	144 810 000	19,0	52,7
1971	2 930 512	1971/72	51 340 471	38,3	134 048 000	17,5	45,7
1972	3 095 299	1972/73	68 320 300	40,8	167 452 000	22,1	54,1
1973	3 304 549	1973/74	86 058 300	44,7	192 524 000	26,0	58,3
1974	3 505 860	1974/75	131 466 000	49,9	263 459 000	37,5	75,1
1975	3 720 055	1975/76	151 039 000	56,6	266 853 000	40,6	71,7
1976	3 897 330	1976/77	196 813 000	62,9	312 898 000	50,5	80,3
1977	4 128 882	1977/78	222 371 000	70,0	317 673 000	53,9	76,9
1978	4 346 293	1978/79	270 908 800	77,6	349 109 000	62,3	80,3
1979	4 622 353	1979/80	326 677 170	87,9	371 646 000	70,7	80,4
1980	4 869 653	1980/81	426 396 838	100	426 397 000	87,6	87,6
1981	5 074 860	1981/82	581 342 511	115,2	504 638 000	114,6	99,4
1982	5 338 726	1982/83	658 156 958	132,1	498 226 000	123,3	93,3
1983	5 582 506	1983/84	910 704 584	148,4	613 682 000	163,1	109,9

* Capital expenditure and universities excluded.

Sources: . Sources from Table 3.1.

. SA Reserve Bank, Pretoria (writer's interview with representative, January/February 1986).

TABLE 3.11

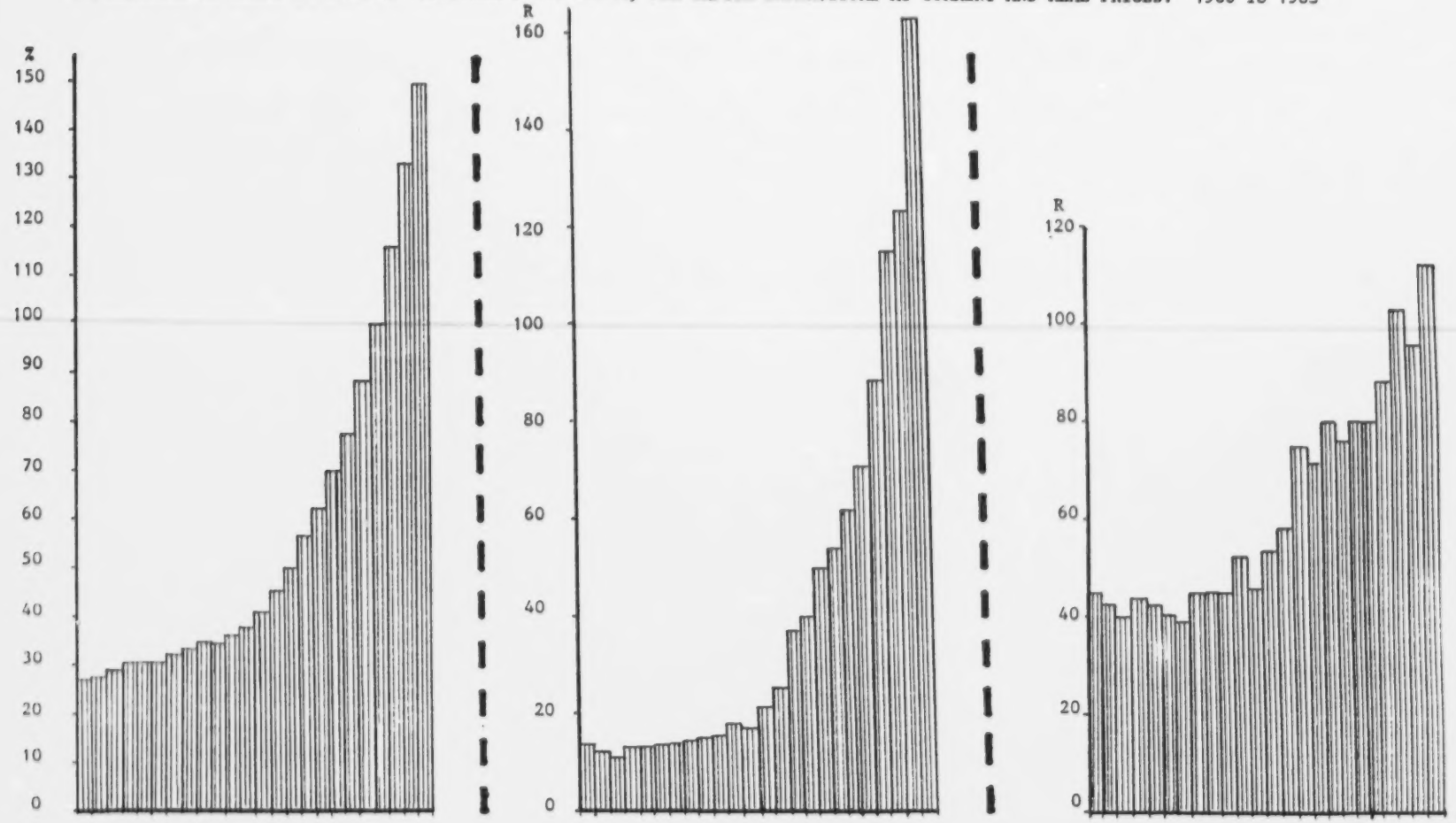
EXPENDITURE ON EDUCATION (AT CURRENT AND REAL PRICES) AS A PERCENTAGE OF THE GROSS DOMESTIC PRODUCT (AT CURRENT AND REAL PRICES) AND THE GOVERNMENT CONSUMER SPENDING: 1960 TO 1983

Year	GDP at current prices R millions	Expenditure on education as % of GDP	Government consumer spending at current prices R millions	Expenditure on education as % of government consumer spending	Real GDP R millions	Real expenditure on education as % of real GDP
1960	5 304	0,36	490	3,85	25 486	0,27
1961	5 592	0,34	529	3,63	26 563	0,26
1962	5 966	0,33	623	3,12	28 067	0,24
1963	6 638	0,34	695	3,22	30 215	0,26
1964	7 309	0,32	785	2,99	32 345	0,25
1965	7 989	0,32	874	2,88	34 321	0,24
1966	8 688	0,31	986	2,76	35 803	0,24
1967	9 715	0,34	1 050	3,14	38 463	0,26
1968	10 496	0,34	1 158	3,09	40 035	0,27
1969	11 799	0,33	1 323	2,98	42 330	0,27
1970	12 908	0,40	1 564	3,34	44 557	0,33
1971	14 245	0,36	1 880	2,73	46 894	0,29
1972	16 104	0,42	1 997	3,42	47 818	0,35
1973	19 918	0,43	2 291	3,76	49 703	0,39
1974	24 472	0,54	2 886	4,56	53 251	0,50
1975	27 454	0,55	3 782	3,99	54 446	0,49
1976	30 800	0,64	4 573	4,30	55 247	0,57
1977	34 314	0,65	5 155	4,31	55 265	0,58
1978	39 297	0,69	5 673	4,78	56 851	0,61
1979	46 698	0,70	6 543	4,99	58 697	0,63
1980	62 007	0,69	8 449	5,05	62 007	0,69
1981	70 990	0,82	10 378	5,60	64 965	0,78
1982	79 978	0,82	12 990	5,07	64 452	0,77
1983	89 221	1,02	14 607	6,23	62 858	0,98

Sources: The same as for Table 3.10. GDP: Gross domestic product.

DIAGRAM 3.2

EXPENDITURE ON BLACK EDUCATION: CONSUMER PRICE INDEX, PER CAPITA ENPENDITURE AT CURRENT AND REAL PRICES: 1960 TO 1983



1960 to 1983
Consumer price index

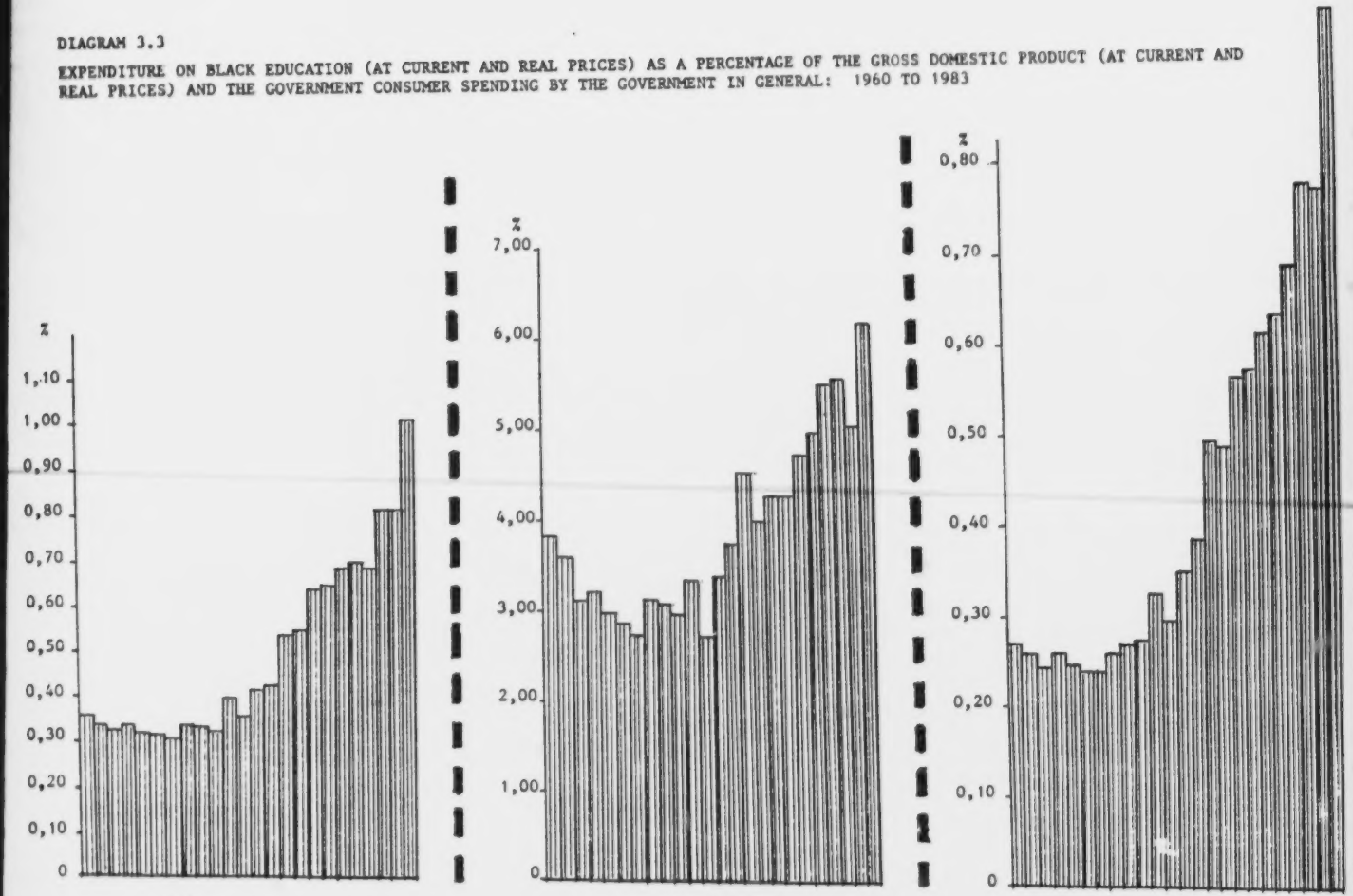
1960 to 1983
Per capita expenditure at market prices

1960 to 1983
Real per capita expenditure

Source: Table 3.10.

DIAGRAM 3.3

EXPENDITURE ON BLACK EDUCATION (AT CURRENT AND REAL PRICES) AS A PERCENTAGE OF THE GROSS DOMESTIC PRODUCT (AT CURRENT AND REAL PRICES) AND THE GOVERNMENT CONSUMER SPENDING BY THE GOVERNMENT IN GENERAL: 1960 TO 1983



Source: Table 3.11.

Comments on Tables 3.10 and 3.11, including Diagrams 3.2 and 3.3:

The data in respect of the CPI were used in Table 3.10 to calculate the real expenditure on education and the real per capita expenditure for Black education. The South African Reserve Bank contributed towards the preparation of Table 3.11 by releasing statistical information on the GDP at market prices, the real GDP and general expenditure by the government. This data was used in Table 3.11 to reflect the expenditure on education as a percentage of the GDP, of the real GDP and of the government consumer spending.

As far as the expenditure on education at market prices is concerned (Table 3.10), the funds voted by the State for Black education more than doubled from 1960 to 1969. On the other hand pupil enrolment (Table 3.10) for the same period almost doubled. From 1972 the annual allocation of state funds to Black education increased rapidly and in 1983 exceeded the R910 million mark. In the same period (1972 to 1983) pupil enrolment increased to almost 5,6 million.

What should be emphasized, however, is that Black parent communities, especially during the period prior to 1960 up to approximately 1973, were compelled to carry a heavy financial burden regarding the education of their children (Sections 6 and 8 of the Black Education Act, 1953 (Act 47 of 1953)): Black parents assisted in combatting the shortage of school buildings and classrooms, paid the salaries of many teachers and personally purchased most of the materials required for school (exercise books, pencils, pens, rulers, reading books and text books, etc.) and educational aids for their children. The sum of money thus spent by Black parents on Black education annually is unknown, but it can be accepted that this expenditure

may amount to hundreds of thousands or even millions of rands. This expenditure is not included in the amounts in respect of the expenditure on education for the various financial years reflected in Table 3.10.

The per capita expenditure at market prices (Table 3.10 and Diagram 3.2) experienced little change during the period 1960 to 1969 and did not really increase, but from 1971 to 1983 it increased rapidly from R17,5 to R163,1. In comparison with the per capita expenditure for 1971, it increased at a growth rate of 20,4 % per annum from 1971 to 1983. During the period 1960 to approximately 1973 the trend in education financing is clearly towards a much slower growth rate increase than could be expected. It would appear that "restrictive" measures in respect of education financing for Blacks prevailed during the sixties. However from 1976 the funding of Black education improved systematically.

Despite the high growth rate for the decade preceding 1983, Black pupils in 1983 still did not participate in free education to the same extent as White pupils. There is still a shortage of classrooms and Black parents are still required to pay for school materials (excluding text books). Table 3.12 clearly illustrates the extent of the disparities in the provision of education in the RSA, especially in respect of the Blacks.

M.A. Marais has the following to say about "the allocation of resources to education in South Africa" (The South African Journal of Economics, 52(1), March 1984: 79):

. "Higher spending on education in some countries may merely

TABLE 3.12

DISPARITIES IN THE PROVISION OF EDUCATION

Population	Unit costs 1983/84		Pupil: teacher ratio	Teacher qualification		Std 10 results	
	Primary and secondary R	Tertiary R		Professionally unqualified	% with Std 10 +	% passed	% with university entrance
Asians	1 105	4 355	23 : 1	11,0	82,3	90,3	45,0
Whites	1 591	3 339	19 : 1	2,3	97	96,6	48,7
Coloureds	722	6 021	26 : 1	8,0	40,1	82,8	16,1
Blacks	203	5 270	41 : 1	16,9	23,6	51,1	9,3

Source: HSRC Investigation into Intergroup Relations 1985: Table 2.8: 31.

reflect higher wages paid to teachers and higher administrative costs, but this does not reflect either more or better education.

"It is, however, interesting to note that public current expenditure in education in South Africa constitutes roughly 4,5 per cent of *GNP at **present, having risen to this level from 1,53 per cent of ***GDP in 1911 (Malherbe, 1977). Although this is lower than the respective percentages for Canada (8,1 in 1978), the USA and the UK (both 6,3 in 1976), France (5,3 per cent in 1978) and West Germany (5,2 per cent in 1975), it is considerably

---

* Gross National Product.

** The relevant article was published in March 1984 and "present" refers to a date just prior to March 1984.

*** Gross Domestic Product.

higher than Brazil and Chile (both 3,2 per cent in 1978), Spain (2,1 per cent in 1976) and Greece (2,0 per cent in 1975) (Unesco, 1981, pp. iv-5 to iv-19). On the basis of international comparisons, it cannot be concluded unamibiguously that South Africa spends too little on education, and it would be impossible to determine what the optimal spending should be." (p. 79).

For the period 1960 to 1971 the growth rate in respect of real per capita expenditure (Table 3.10) was merely 0,04 % a year, but for the period 1971 to 1983 it was 7,6 % a year. From this it may be concluded that the "standard" of Black education for the first 11 years after 1960 progressed or improved very slightly. These "lean years" in Black education could in all probability have contributed towards the gradual build-up of large backlogs in Black education, to the confidence of Black parents in the education system for their children progressively decreasing, and to dissatisfaction and frustration among Black pupils, Black teachers and Black parents especially during the seventies. The changes and improvements that took place in Black education in the late seventies and thereafter were evidently neither adequate nor convincing enough to improve the attitude of Blacks towards their education system and related government policy.

In Table 3.11 the expenditure on education is reflected as a percentage of the GDP (third column), the expenditure on education as a percentage of the government consumer spending (fifth column) and the real expenditure on education as a percentage of the real GDP.

Comments regarding Table 3.11 and Diagram 3.3:

. When the percentages of each of the three columns concerned (the

third, fifth and seventh columns) are given individual consideration, the following may be noticed:

- The percentages in the third column reflect no real increase for 11 years (1960 to 1971), but from 1972 to 1983 a reasonable increase is reflected.

- The percentages listed in the fifth column did not increase for 13 years (1960 to 1973), but in the following decade up to 1983 there was an increase.

- In respect of the seventh column the percentages indicate no increase for 9 years (1960 to 1969), but from 1970 to 1983 a substantial increase is reflected.

- For each of the abovementioned three types of percentages the undermentioned accumulated growth rates for the period 1960 to 1983 were obtained respectively: 4,6 % per annum, 2,1 % per annum and 5,8 % per annum.

In terms of the state funds voted for Black education for the period 1960 to 1983, it may be concluded from each of the three different types of calculations (the expenditure on education as a percentage of the GDP, the expenditure on education as a percentage of the government consumer spending and the real expenditure on education as a percentage of the real GDP) that the standard of Black education for the first half of the abovementioned period could not have improved, but only during the second half of the period concerned could it begin to show signs of a possible improvement in standards. However, when the growing decrease in the qualification level of teachers employed

in Black education from 1960 to 1983 is examined in conjunction with Black education for the same period, it would appear that the two factors nullify each other to produce a negative result, especially if the general criticism directed from various quarters against Black education is also taken into consideration. This general criticism is referred to in greater detail in Paragraph 4.2 7).

3.6 TEACHER TRAINING

(Tables 3.1, 3.2)

According to Table 3.2, and with the 1960 figures as a basis, the greatest percentage increase of teaching students occurred in 1980, namely 413,1 % or 20,7 % per annum. In 1981 the percentage increase (using the 1960 figures as a basis) dropped for the first time and in 1982 it dropped quite sharply. The reason(s) for this is not clear, but it may be assumed that the riots and school boycotts also played a role. With a pupil : teacher ratio which was still as high as 44,2 : 1 in 1982 (see Table 3.4), such a decrease in teaching student enrolments could not be afforded by any means. In 1983 there was an increase contrary to the decrease of 1982 (16,7 % per annum in comparison with 15,6 % per annum respectively).

Not one of the education departments concerned with Black education releases statistics concerning the annual outflow in the teaching profession for Black education. This must be regarded as a great shortcoming in the statistics available. Statistics on deaths of teachers; teachers retiring on pension; teachers resigning to be employed in other professions; teachers being withdrawn from schools in order to assume promotion posts, for example as inspec-

tors of education and education planners; and female teachers (married and single) who leave the teaching profession permanently or temporarily as a result of pregnancy, are indispensable for any form of education planning, and especially for the planning of teacher training. It is most advisable and essential for all education departments concerned with Black education to pay attention to this shortcoming.

3.7 TECHNICAL COLLEGE TRAINING AND VOCATIONAL TRAINING

(Tables 3.1, 3.2, 3.13, 3.14; Diagram 3.4.)

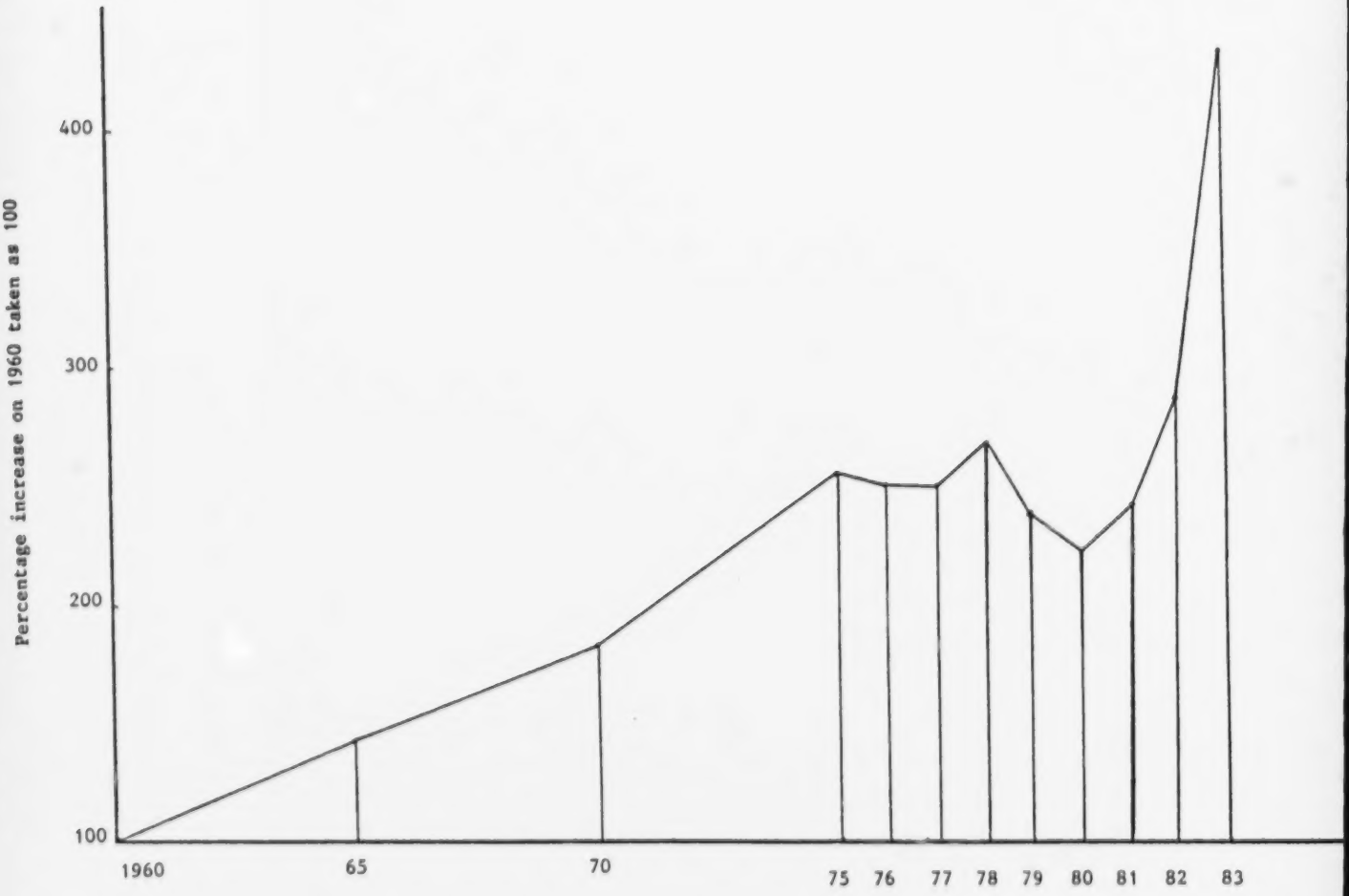
From Table 3.2 it is evident that for the period 1960 to 1975 there was a steady increase of 175,3 % in the number of pupils for technical college and vocational training (that is, an average of 11,7 % per annum), but in 1976 and 1977 this increase came to a virtual stand-still. Thereafter a few years of fluctuation follow, to return almost to the initial constant pattern of increase (an average of 11,6 % per annum) in 1982. Diagram 3.4 provides a graphic illustration of how the number of pupils for this type of instruction increased and decreased since 1960.

Table 3.13 indicates the small proportion of Black secondary school pupils who undergo technical college training and vocational training, the pupil enrolment and the percentage increases, with the 1960 figures as a basis.

Technical college training and vocational training, as well as technikon training, are all very expensive forms of postprimary education. However it is still advisable for every education department responsible for the education and training of Blacks to create ade-

DIAGRAM 3.4

GRAPHIC REPRESENTATION OF PERCENTAGE INCREASES USING THE FIGURES FOR 1960 AS A BASIS FOR ALL SOUTHERN AFRICAN BLACKS IN RESPECT OF TECHNICAL COLLEGE AND VOCATIONAL TRAINING FOR 1960, 1965, 1970, 1975 TO 1983



Source: Table 3.2.

quate facilities for these types of training and to avoid unnecessary overlapping. Tables 3.14A and B reflect the percentage of male and female pupils/students receiving this type of training. In both cases the percentage for females is much lower than that for males.

TABLE 3.13

COMPARISON OF ENROLMENT AND PERCENTAGE INCREASES OF PUPILS WHO HAVE UNDERGONE TRAINING IN SECONDARY EDUCATION AND IN TECHNICAL COLLEGE AND VOCATIONAL TRAINING FROM 1960 TO 1983

Year	Secondary school pupils		Technical college and vocational training	
	Enrolment	% increase on 1960 as basis	Enrolment	% increase on 1960 as basis
1960	47 598		1 898	
1965	66 568	39,9	2 730	43,8
1970	122 489	157,3	3 652	92,4
1975	318 568	569,3	5 226	175,3
1976	457 130	860,4	5 219	175,0
1977	545 531	1 046,1	5 215	174,8
1978	615 074	1 192,2	5 520	190,8
1979	690 927	1 351,6	4 970	161,9
1980	773 806	1 525,7	4 849	155,5
1981	829 314	1 642,3	5 408	184,9
1982	914 311	1 820,9	6 718	254,0
1983	1 000 117	2 001,2	9 709	411,5

Note The enrolments for technical college and vocational training of Tables 3.13 and 3.14 differ from each other as the statistical information according to sex was not available throughout for Ciskei, Transkei and Venda (see notes at end of Tables 3.1 and 7.1).

Sources: Tables 3.1 and 3.2.

TABLE 3.14

A. TECHNICAL COLLEGE AND VOCATIONAL TRAINING: ENROLMENT ACCORDING TO SEXES: 1975 TO 1983

Year	Enrolment	Male		Female	
		N	%	N	%
1975	4 234	3 469	81,9	765	18,1
1976	4 080	3 461	84,8	619	15,2
1977	4 019	3 503	87,2	516	12,8
1978	4 286	3 818	89,1	468	10,9
1979	4 182	3 681	88,0	501	12,0
1980	4 069	3 681	90,5	388	9,5
1981	4 555	3 707	81,4	848	18,6
1982	5 472	4 082	74,6	1 390	25,4
1983	5 903	4 513	76,5	1 390	23,5

B. TECHNIKON TRAINING: ENROLMENT ACCORDING TO SEXES: 1975 TO 1983

Year	Enrolment	Male		Female	
		N	%	N	%
1975	373	29	78,0	82	22,0
1976	472	381	80,7	91	19,3
1977	480	35	73,8	126	26,2
1978	409	33	82,6	71	17,4
1979	465	377	81,1	88	18,9
1980	604	498	82,5	106	17,5
1981	840	673	80,1	167	19,9
1982	1 206	964	79,9	242	20,1
1983	1 496	1 132	75,7	364	24,3

Source: Table 7.1.

According to the HSRC/NTB investigation into the Training of Artisans in the RSA (1985), with the aim of improving productivity, an increased manpower supply from all population groups in the Republic of South Africa has become an urgent necessity. Among other things mention is also made of an acute shortage of trained manpower being experienced in the country. According to Manpower Survey No. 15 there were posts for more than 250 000 artisans and 69 000 apprentices in 1983, which represented approximately 6 % of the total labour force in the country (servants in private homes and individuals employed in private agriculture and private farming and the independent states have been excluded) (p. xi). It is furthermore pointed out that the country's present school systems will have to make provision for career-oriented formative education on a far larger scale (p. xiii). The following classification of candidates at the Central Organisation for Trade Testing is reflected in the abovementioned investigation according to population groups: Whites 67,6 %; Coloureds 16,6 %; Blacks 9,7 % and Indians 6,1 % (p. 92). The Whites thus have the greatest number of testees, while the Black testees outnumber the Indians. Black apprentices were registered for the first time in 1980 and in 1983 their intake exceeded that of the Indians. However it is evident that, in comparison with the three other population groups, too few Black pupils are currently doing career-oriented courses at school.

From the abovementioned HSRC/NTB investigation it also appears that the availability and quality of data regarding the cost and financing of apprentice training was problematical throughout (p. 221). The gross cost of training varies between R7 000 and R10 000 per apprentice per annum, with a median of R8 000 a year as a generally

reliable gross cost indicator. The duration of the average training period is three to three and a half years (p. 230). Total state expenditure in support of apprentice training currently amounts to an estimated excess of R100 million a year (p. 233).

The recommendation of the HSRC Investigation into Education that a balance ought to be struck between a generally preparatory academic education and a generally informative preparatory career-oriented education which is more in line with the country's manpower needs, strongly emphasizes the fact that the planners of Black education will have to take cognisance of this fact and give immediate and real attention to the abovementioned backlogs in technical college and vocational training (HSRC, 1981: 141).

3.8 CONCLUSION

Combined growth rates and percentage increases affecting various aspects of Black education were calculated and are summarized in Table 3.15 and Diagram 3.5. From this table and the foregoing statistical information and accompanying comments, it is clear that Black education has a vast backlog to overcome. The identification of specific needs and trends in Black education must inevitably result in significant growth points for education planning and the provision of education in the future. Some of the information may be somewhat confusing since it does not have mutual relevance and is difficult to interpret. In order to be able to meet the increasing demand for education, the programmes mentioned in respect of education financing, the provision of physical facilities, the training of teachers and the retraining/in-service training of serving teachers have become urgent priorities for the authorities overnight.

TABLE 3.15

GROWTH RATES AND PERCENTAGE INCREASES INFLUENCING VARIOUS ASPECTS OF BLACK EDUCATION: 1960 TO 1983

Item description	Period	Actual figures* or at current prices**		At real prices if available	
		Combined growth rate % per annum	Percentage increase % per annum	Combined growth rate % per annum	Percentage increase % per annum
Pupil/student enrolment*	1960-1965	5,4	6,0	-	-
	1965-1970	7,0	8,1	-	-
	1970-1975	6,2	7,1	-	-
	1975-1980	5,5	6,2	-	-
	1980-1983	4,7	4,9	-	-
	1960-1983	5,9	11,8	-	-
Number of serving teachers/lecturers*	1960-1965	4,2	4,5	-	-
	1965-1970	6,2	7,0	-	-
	1970-1975	8,5	10,0	-	-
	1975-1980	8,4	9,9	-	-
	1980-1983	8,5	9,3	-	-
	1960-1983	7,0	16,3	-	-
Expenditure on education**	1960-1965	6,0	6,7	3,7	4,0
	1965-1970	15,7	21,5	12,0	15,2
	1970-1975	23,6	37,8	13,0	16,9
	1975-1980	23,1	36,5	9,8	12,0
	1980-1983	28,8	37,9	12,9	14,6
	1960-1983	18,4	203,6	10,0	34,6
Per capita expenditure**	1960-1965	0,6	0,6	-1,6	-1,5
	1965-1970	8,1	9,5	4,6	5,1
	1970-1975	16,4	22,7	6,4	7,2
	1975-1980	16,6	23,2	4,1	4,4
	1980-1983	23,0	28,7	7,9	8,5
	1960-1983	11,8	52,4	3,9	6,2
Gross domestic product** (GDP)	1960-1965	8,5	10,1	6,1	6,9
	1965-1970	10,1	12,3	5,4	6,0
	1970-1975	16,3	22,5	4,1	4,4
	1975-1980	17,7	25,2	2,6	2,8
	1980-1983	12,9	14,6	0,5	0,5
	1960-1983	13,1	68,8	4,0	6,4
Expenditure on education as a percentage of the GDP	1960-1965	-2,3	-2,2	-2,3	-2,2
	1965-1970	4,6	5,0	6,3	7,1
	1970-1975	6,6	7,5	8,6	10,2
	1975-1980	4,6	5,1	7,0	8,1
	1980-1983	13,9	15,9	4,9	5,1
	1960-1983	4,6	8,0	4,8	8,5
Government consumer spending**	1960-1965	12,3	15,7	-	-
	1965-1970	12,3	15,8	-	-
	1970-1975	19,3	28,4	-	-
	1975-1980	17,4	24,7	-	-
	1980-1983	20,0	24,3	-	-
	1960-1983	15,9	25,3	-	-

TABLE 3.15 (continued)

Item description	Period	Actual figures* or at current prices**		At real prices if available	
		Combined growth rate % per annum	Percentage increase % per annum	Combined growth rate % per annum	Percentage increase % per annum
Expenditure on education as a percentage of government consumer spending	1960-1965	-5,6	-5,0	-	-
	1965-1970	3,0	3,2	-	-
	1970-1975	3,6	3,9	-	-
	1975-1980	4,8	5,3	-	-
	1980-1983	7,3	7,8	-	-
	1960-1983	2,1	2,7	-	-
Candidates who obtained matriculation exemption*	1960-1965	25,3	41,9	-	-
	1965-1970	24,8	40,5	-	-
	1970-1975	27,3	46,8	-	-
	1975-1980	13,5	17,6	-	-
	1980-1983	8,0	8,7	-	-
	1960-1983	20,6	317,3	-	-
Candidates who obtained senior certificate without exemption*	1960-1965	21,4	32,7	-	-
	1965-1970	18,8	27,4	-	-
	1970-1975	11,6	14,6	-	-
	1975-1980	53,8	152,1	-	-
	1980-1983	18,2	21,8	-	-
	1960-1983	24,5	663,7	-	-
Secondary school teachers who have university training and teacher's certificate*	1960-1965	-0,1	-6,1	-	-
	1965-1970	22,0	34,1	-	-
	1970-1975	13,3	17,3	-	-
	1975-1980	-0,5	-0,5	-	-
	1980-1983	14,4	16,5	-	-
	1960-1983	7,4	17,9	-	-

Sources: Tables 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.9, 3.10, 3.11.

DIAGRAM 3.5

GROWTH RATES AND PERCENTAGE INCREASES INFLUENCING VARIOUS ASPECTS OF BLACK EDUCATION: 1960 TO 1983.

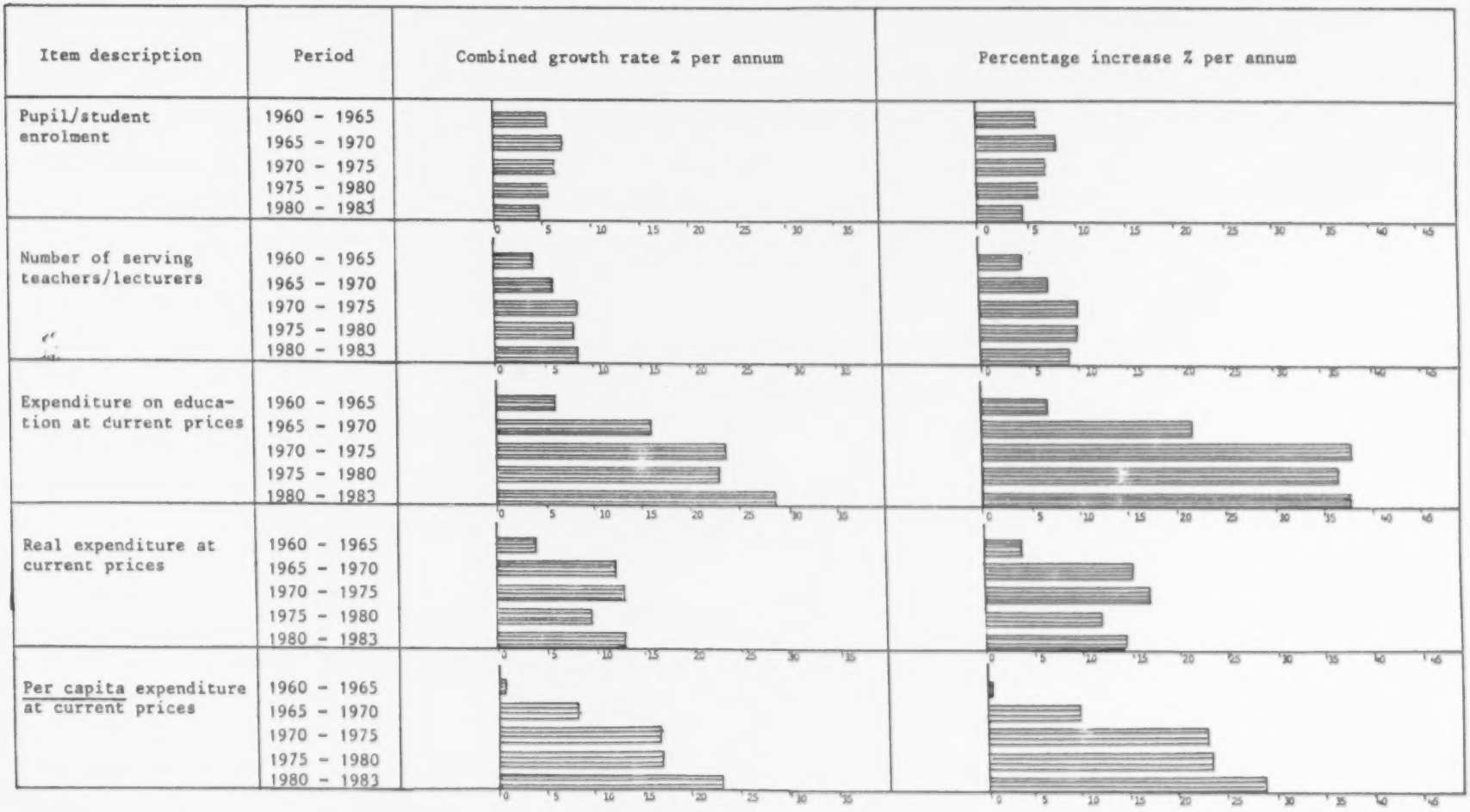

Item description
Period
Combined growth rate % per annum
Percentage increase % per annum
Pupil/student enrolment
Number of serving teachers/lecturers
Expenditure on education at current prices
Real expenditure at current prices
Per capita expenditure at current prices
1960 - 1965
1965 - 1970
1970 - 1975
1975 - 1980
1980 - 1983
0 5 10 15 20 25 30 35
0 5 10 15 20 25 30 35 40 45

DIAGRAM 3.5 (continued)

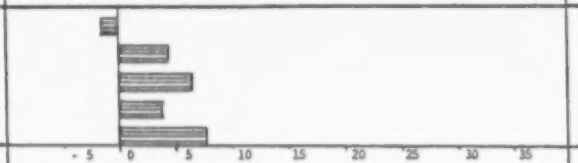
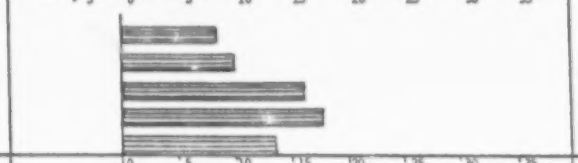
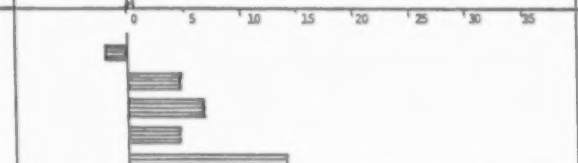
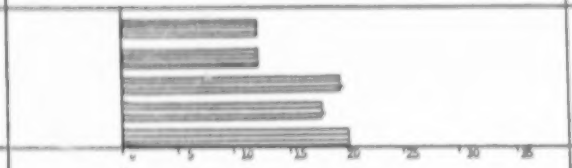
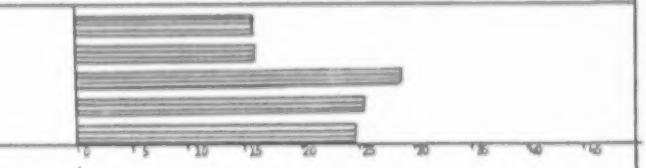
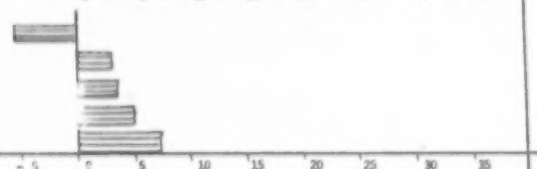
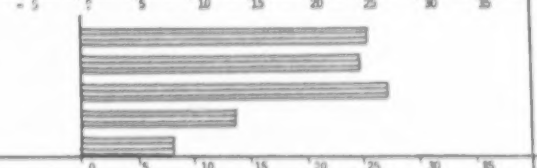
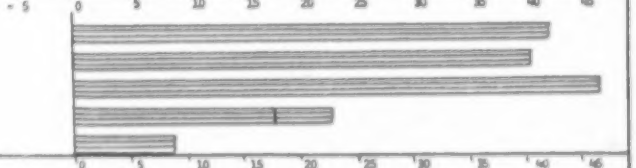
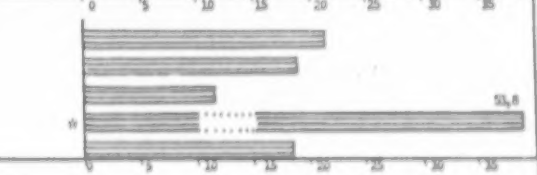
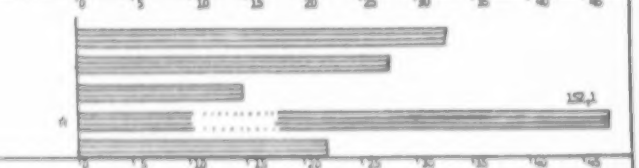
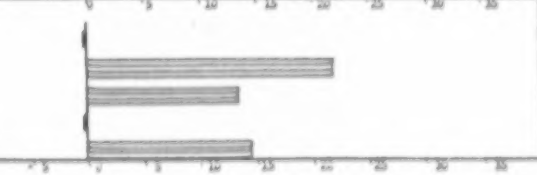
Item description	Period	Combined growth rate % per annum	Percentage increase % per annum
Real per capita expenditure	1960 - 1965 1965 - 1970 1970 - 1975 1975 - 1980 1980 - 1983		
Gross domestic product at current prices	1960 - 1965 1965 - 1970 1970 - 1975 1975 - 1980 1980 - 1983		
Real gross domestic product	1960 - 1965 1965 - 1970 1970 - 1975 1975 - 1980 1980 - 1983		
Expenditure on education as % of gross domestic product	1960 - 1965 1965 - 1970 1970 - 1975 1975 - 1980 1980 - 1983		
Real expenditure on education as % of real gross domestic product	1960 - 1965 1965 - 1970 1970 - 1975 1975 - 1980 1980 - 1983		

DIAGRAM 3,5 (continued)

Item description	Period	Combined growth rate % per annum	Percentage increase % per annum
Government consumer spending at current prices	1960 - 1965 1965 - 1970 1970 - 1975 1975 - 1980 1980 - 1983		
Expenditure on education as % of government consumer spending	1960 - 1965 1965 - 1970 1970 - 1975 1975 - 1980 1980 - 1983		
Candidates who obtained matriculation exemption	1960 - 1965 1965 - 1970 1970 - 1975 1975 - 1980 1980 - 1983		
Candidates who obtained senior certificates without exemption	1960 - 1965 1965 - 1970 1970 - 1975 1975 - 1980 1980 - 1983		
Secondary school teachers who have university training and teacher's certificate	1960 - 1965 1965 - 1970 1970 - 1975 1975 - 1980 1980 - 1983		

Source: Table 3.15.

* These bars have both been shortened in order to be accommodated within the limits of this diagrammatic representation.

Various bodies and groups maintain that Black education is inferior. This cannot be ascribed to inferior syllabuses and standards. Black candidates write Standard 10 examination papers which are moderated by the Joint Matriculation Board which also moderates the examination papers of the other population groups in the country. The alleged inferiority may be due to inadequately qualified teaching staff in Black schools. This group of teachers is overburdened with large class groups and in many instances is required to teach in an inadequate physical environment. As a result of being poorly equipped teachers face many difficulties in their task of instruction and the disciplining of pupils. It is possible however, for properly qualified and trained, well motivated teachers to teach in an inadequate physical environment under poor conditions, as has been proved in the past. It remains a matter of urgent necessity to upgrade Black teachers' abilities to teach and manage a school class. This should be achieved by means of a series of intensive retraining programmes. In such programmes provision should be made for obtaining additional certification and additional salary notch(es) after the training has been successfully completed.

CHAPTER 4

SHIFTS IN EMPHASIS SINCE THE INTRODUCTION OF THE BLACK EDUCATION ACT (ACT 47 OF 1953)

4.1 THE SHIFT IN EMPHASIS FROM PRIMARY TO POSTPRIMARY EDUCATION

One of the primary objectives of the Black Education Act (Act 47 of 1953) was to provide basic education to the majority of the Black population of Southern Africa. The intention was, among other things, to deal with illiteracy among the Blacks and as far as possible, to eliminate it. Initially, therefore, the provision of fundamental primary education (Sub A up to and including Standard 2) was emphasized, but simultaneously a limited degree of secondary and tertiary education was also provided. At the beginning of the sixties the emphasis was shifted to provide a higher primary education (Standards 3 up to and including 6) to Blacks. This was later succeeded by a further shift in emphasis which emerged during the last quarter of the sixties, namely from primary education to secondary education (Confidential Minutes, 1979: 4; Department of Black Education, Bulletin, 1961: 9).

In 1966 it was reported that mass literacy had been achieved, that the consolidation period had been concluded and that for the further development of the national states the emphasis was then to fall on secondary, vocational, technical and university training (Department of Bantu Education, Annual Report, 1966: 1). According to government policy of the time attempts were made to provide at least one junior secondary school for each tribal area in the national states with the prospect of enabling each of these schools to develop gradually into fully fledged senior secondary schools. In 1967 vir-

tually half of the 650 tribal areas in the Republic of South Africa had such a senior secondary school, incorporating all the standards up to and including Standard 10. Constant attention was also given to technical and vocational training in the national states. New salary scales and a pension scheme were introduced for Black education (Department of Bantu Education, Annual Report, 1967: 1 and 2). According to the 1968 Annual Report of the Department of Bantu Education the literacy figure of the Black population in the 11 to 20-year-old age group was set at approximately 85 % at that stage (subparagraph pupils of Paragraph 3.2 and 3) - the approximately 85 % is apparently too high, as will become evident below.

In the HSRC's Newsletter No. 140 (1983) the literacy level of Black adults in South Africa is estimated to be between 50 % and 60 %. From 1946 to 1970 the literacy level of the Black population in South Africa increased by 24 %, and possibly since then this increase could have occurred more rapidly as a result of greater education provision. It is extremely difficult to say which of these literacy figures provided above by the Department of Black Education (approximately 85 %) and the HSRC (between 50 % and 60 %) is correct. Literacy is difficult to define. It could mean more than the ability to read and write and could possibly include knowledge of a second language and of figures, as well as other basic skills. According to the above HSRC Newsletter No. 140, the term is used very broadly and increasing preference is being given to basic adult education instead of literacy work.

In order to calculate the percentage of literacy for the groups of

Blacks between the ages of 10 to 19 years, as well as for those 10 years and older, the information set out in Table 4.1, Diagram 4.1 and Table 4.2 has been used. Calculations for 1960, 1970 and 1980 were made and for this purpose the 0 to 9-year-old age group and the lower primary pupil group Sub A to Standard 2 were excluded since both of these groups are deemed to be illiterate. Furthermore the potential school population of 10 to 19 years of age, as well as the actual school population of Standard 3 and higher (total school population of 7 to 22 years minus the lower primary group of Sub A to Standard 2) were calculated.

TABLE 4.1

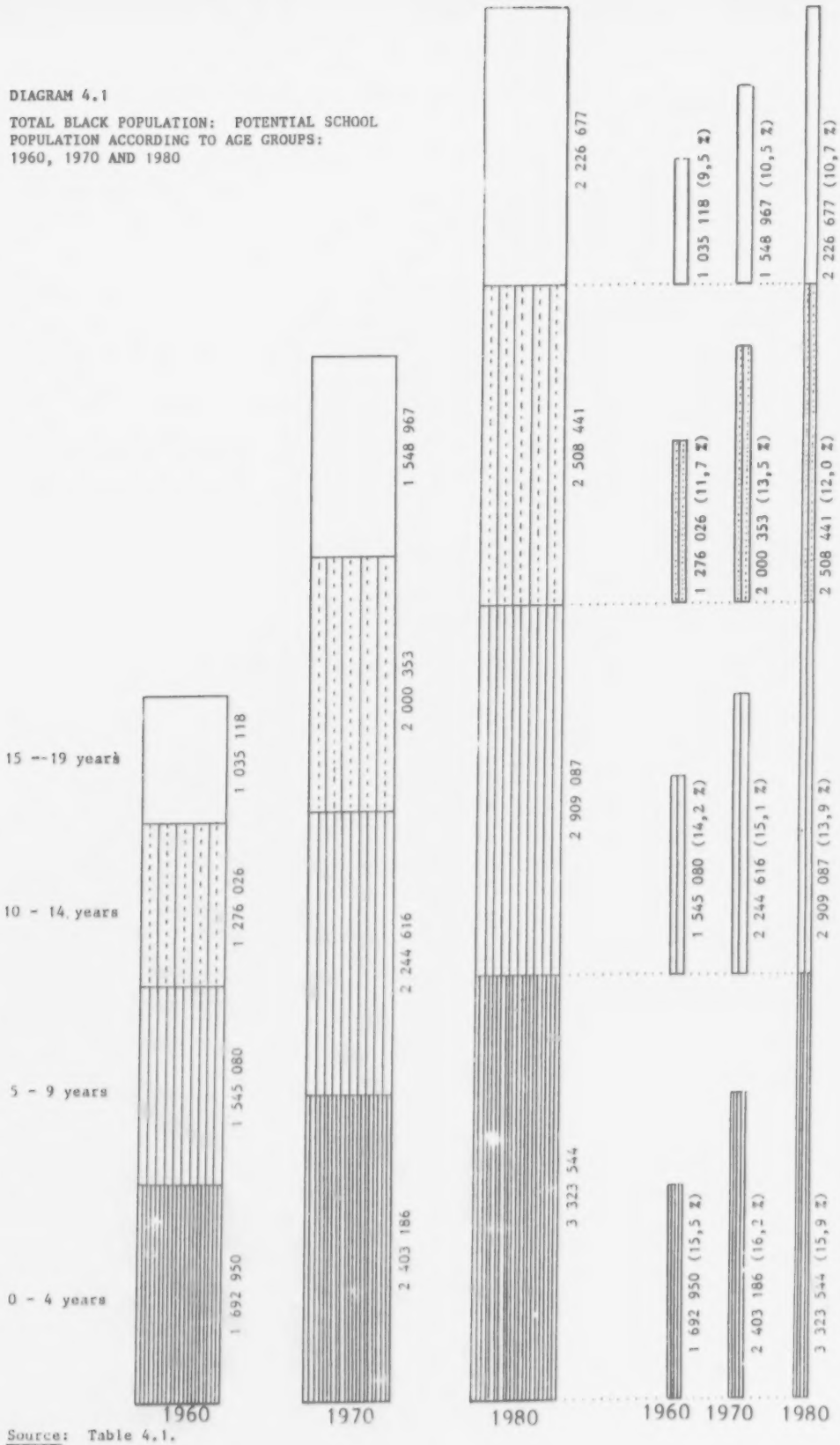
TOTAL BLACK POPULATION ACCORDING TO AGE GROUPS: 1960, 1970 AND 1980.

Age group	1960 (census figures)	1970 (census figures)	1980 (census figures)
0 - 4 years	1 692 950	2 403 186	3 323 544
5 - 9 years	1 545 080	2 244 616	2 909 087
10 - 14 years	1 276 026	2 000 353	2 508 441
15 - 19 years	1 035 118	1 548 967	2 226 677
0 - 19 years	5 549 174	8 197 122	10 967 749
0 - 65+ years	10 915 525	14 823 932	20 886 270

Source: HSRC: Comparative education statistics Part I Population Statistics required for education planning and the provision of education 1985: Table 3.3.

DIAGRAM 4.1

TOTAL BLACK POPULATION: POTENTIAL SCHOOL POPULATION ACCORDING TO AGE GROUPS: 1960, 1970 AND 1980



Source: Table 4.1.

TABLE 4.2

TOTAL BLACK POPULATION: 1960, 1970 AND 1980 (INCLUDING SELF-GOVERNING NATIONAL STATES AND INDEPENDENT STATES)

	1960	1970	1980
*Total school population	1 506 034	2 748 650	4 869 653
Lower primary school population (Sub. A - Std 2)	1 092 469	1 884 900	**2 840 029

Sources: . Table 7.1.

. Department of Education and Training: Annual Report: Table 1.3.1.

. Republic of Transkei: Report, Department of Education 1980: Table S.

. Republic of Bophuthatswana: Annual Report, Department of Education 1980: Part C: Table 5.

. Republic of Venda: Annual Report, Department of Education 1980: Table 20.5.

* Includes lower primary education, higher primary education, secondary education, teacher training, technikon training, technical college and vocational training, special education.

** The total includes the Department of Education and Training and the self-governing national states (2 073 604), Transkei (457 528), Bophuthatswana (233 180) and Venda (75 717).

The results obtained for the percentages of literacy for the 10 to 19-year-old and 10 years and older age groups are reflected in Tables 4.3 and 4.4. From these results it would appear that the literacy figure of approximately 85 % for the Black population in the 11 to 22-year-old age group set by the Department of Black education in 1967 is far too high and that the estimated literacy level

TABLE 4.3

PERCENTAGE OF LITERACY FOR THE 10 TO 19-YEAR-OLD AGE GROUP

	1960	1970	1980
Potential school population (10 to 19 years)	2 311 144	3 549 320	4 735 118
Actual school population (total - lower primary)	413 565	863 750	2 029 624
% literacy	17,9 %	24,3 %	42,9 %
% increase on 1960	-	6,4 % (0,6 % p.a.)	25,0 % (1,3 % p.a.)
% illiteracy	82,1 %	75,7 %	57,1 %

Sources: Tables 4.1, 4.2.

TABLE 4.4

PERCENTAGE LITERACY FOR THE 10 YEAR AND OLDER AGE GROUP

	1960	1970	1980
Total population minus 0-9 years group	7 677 495	10 176 130	14 653 639
Number of literates in 10 years and older groups	1 654 426	3 131 377	5 841 190
% literacy	21,6 %	30,8 %	39,9 %
Increase on 1960	-	9,2 % (0,9 % p.a.)	18,3 % (0,9 % p.a.)
% illiteracy	78,4 %	69,2 %	60,1 %

Sources: Tables 4.1, 4.2.

of between 50 % and 60 % for Black adults in South Africa, as reflected in the HSRC Newsletter No. 140: 1983, is also too high.

According to Tables 4.3 and 4.4 it is evident that the percentage of literacy among Blacks is rapidly increasing, but that it may take decades before a satisfactory level of literacy is achieved.

The cumulative percentage increases of primary school and secondary school enrolments from 1960 to 1965, 1970, 1975, 1980, 1981, 1982 and 1983 are reflected in Table 3.3. The table reflects how much greater the percentage increases of pupils at secondary school level are in relation to the corresponding increases at primary school level.

4.2 FURTHER SHIFTS IN EMPHASIS AND POLICY CHANGES IN RESPECT OF BLACK EDUCATION

1) The cumulative percentage increases of secondary school enrolments reflected in Table 3.3 may indeed be described as an explosion. This necessitated a new strategy for Black education in its entirety, but especially for Black education in the "White" area. As will become evident later a variety of new and constant changes and developments regarding the policy, control, administration and management of Black education have been initiated and launched by various bodies since 1970. These bodies include the following:

- The Government of the Republic of South Africa;
- the Black education Advisory Council established in 1964, consisting of Black members and which has been known as the Council for Education and Training since 1980;
- the various education departments of the self-governing national states and independent states;

- the local authorities;
- the Black communities (including Black parents);
- Black leaders;
- Black teachers;
- Black and White teachers' unions;
- Black pupils;
- Black school boards (up to and including the discontinuance of these in 1980 in the "White" area);
- Black school committees;
- private institutions;

2) Some examples of change and events are subsequently provided to illustrate further the far-reaching effect on Black education.

According to the 1969 Annual Report of the Department of Bantu Education, reference can no longer be made only to a single education department responsible for Black education, but to a large education organization instead, comprizing the following components:

- The main office of the Department of Black Education in Pretoria where planning and co-ordinating is effected;
- the five regions that serve the "White" area of the Republic of South Africa (the Cape, Transvaal, Orange Free State, Natal and South West Africa);
- the various education departments, firstly of Transkei, which was already a self-governing state at the time, and secondly of the various regional authorities (Ciskei, Tswanaland, Lebowa, Matshangana, Vendaland, Basothoba Borwa and Ovamboland) which at that stage already had control of their own education.

(At that time Zululand did not have its own department of education, but formed part of the Natal region; pp. 1 and 6.)

With effect from 1 April 1972 the Department of Black Education, which controlled Black education in the "White" area, embarked upon a new financial dispensation. Prior to this date the above-mentioned department depended upon a fixed state grant of R13 million in addition to 85 % of the general tax levied on Blacks. From this date (1 April 1972) funds were provided from the Consolidated Income Fund, on the Income Budget Vote: Black Education. After this the Department of Black Education was able to budget according to its own actual needs for the first time. The new budget pattern enabled the Department of Black Education to plan in advance and thus to realise systematically and methodically, long-cherished ideals for Black education. In the same year it was also decided to convert to a twelve-year school structure, effective from the beginning of 1976, which was already being implemented by the other education departments of the Republic of South Africa (Department of Bantu Education, Annual Report, 1972: 1 to 3).

By virtue of the fact that the Department of Black Education used the same syllabuses as the other education departments in the country, including the provincial education departments for Whites, and the conversion to the twelve-year school structure, the professional structure was also brought into general alignment with those of the other education departments of the country (Department of Bantu Education, Annual Report, 1973: 3).

The information obtained from the above-mentioned Annual Report for 1973 in respect of the distribution of postprimary institutions for

Black education is reflected in Table 4.5 (pp. 47, 53, 137 and 138).

TABLE 4.5

DISTRIBUTION OF POSTPRIMARY BLACK EDUCATION INSTITUTIONS: 1973

Type of institution	White area	National states	Total
Secondary education	130	404	534
Teacher training	8	28	36
Technical college and vocational training	10	33	43

Source: Department of Bantu Education: Annual Report 1973.

The statistics reflected in Table 4.5 are in agreement with the policy advocated by the Government at that time, as mentioned in Paragraph 4.1 above, in respect of providing postprimary education facilities to Blacks in the "White" area and in the national states, namely that facilities for postprimary education and training should be concentrated chiefly in the national states.

The education statistics for 1974 reflect an increasing shift in emphasis from primary to secondary education and this began to create serious problems regarding the availability of adequately qualified teachers and sufficient classrooms (Department of Bantu Education, Annual Report, 1974: 2).

According to the 1975 Annual Report of the Department of Bantu Education, 1975 was characterized by a rapidly increasing number of pupils, the phenomenal increase in the school population at secondary school level and the training of approximately a thousand more

aspirant teachers than in the previous year (p. 2). The rapid increase in the number of secondary school pupils created a serious need for additional secondary school facilities especially in the "White" area.

During June 1976 rioting among Soweto's (near Johannesburg) Black pupils broke out and rapidly spread to other areas of the country. According to the 1976 Annual Report of the Department of Bantu Education, the effects of these riots on the education of Black pupils could not be ignored. This placed an enormous burden on the Department of Black Education itself, firstly in respect of all external examinations at the end of 1976 and the following year, and secondly on the future planning of Black education, especially in the riot areas. In the same Annual Report reference is made to the announcement of the first step towards compulsory education for Blacks, which would amount to Black parents agreeing to keep their children at school for at least four years. Furthermore an earnest endeavour was made to eliminate double sessions in the substandards. Free textbooks were given to primary and secondary school pupils and additional teacher training facilities were planned and instituted. During the same period a new financial dispensation was approved in terms of which the Department of Black Education itself could now budget for the capital expenditure at Black universities and in the unactivated national states (pp. 1 to 3).

According to the 1977 Annual Report of the Department of Education and Training (known as the Department of Black Education prior to 1978) the admission age for 7-year-old Black pupils (a full 84 months) was lowered to 6 years (a full 72 months) (p. 6). The deci-

sion of the Prime Minister and the Cabinet in 1978 to allocate the Department of Education and Training to another portfolio should be regarded as a significant milestone in Black education. This decision was widely welcomed. Recognition was thus given to the fact that, judging by enrolment figures, the Department of Education and Training was the largest education department in the country, in addition to the fact that it had an enormously extensive task. This task encompassed the full spectrum ranging from promoting literacy to university training, including the training of Black employees at various levels of trade and industry. The Department of Education and Training was formerly also involved in guiding, liaising with and co-ordinating the activities of the seven autonomous education departments of the self-governing national states (Ciskei, Gazankulu, KaNgwane, KwaZulu, Lebowa, Qwaqwa and Venda)*. Further progress was evident from the fact that the Department of Education and Training was able to budget for the building of community schools in Black urban residential areas which had the effect of relieving the Black communities of the financial burden, and in the sense that the first M.B.Ch.B. II students were enrolled at MEDUNSA (the Medical University of Southern Africa) (Department of Education and Training, 1978, Annual Report: pp. 1-7).

3) The aforementioned survey provides a clear indication that Black education was gradually, systematically and continually changed and adapted. The survey demonstrates the scope and spectrum of interested parties that were involved, from policy level - including the

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* By 1978 Transkei and Bophuthatswana had already become independent states.

Cabinet and the Government - to executive, implementative level where the principal and teachers were concerned with pupils as direct benificiaries of education, as well as the parents of pupils, employers and others who benefitted indirectly from this education. The changes and innovations in respect of Black education did not come solely from White policy makers; the Blacks themselves (parents, teachers and pupils) played a decisive role in all the changes and innovations concerning all aspects of Black education. The formula which played a key role in the latest developments concerning Black education was communication and consultation between Black and White.

4) The following statement by the Prime Minister in The Post of 26 January 1978 entitled: "Black Education - not just a new name": "I also intend reviewing the Black Education Act of 1953 and changing its name. The new Department will also proceed with changes and adaptation of the existing system of education for Black people and the introduction of numerous improvements of which more details will be given in due course" (p. 4).

With effect from 8 February 1978 the name of the Department of Black Education was changed to the Department of Education and Training (Government Gazette No. 5887, 24 February, 1978).

Soon afterwards (May 1978) the name Bantu Education Journal, as the official journal of the Department of Education and Training was formerly known, was changed to Educamus. The latter title, derived from the Latin verb stem "educare" (to educate), literally means "we instruct or educate" (Secretary of Education and Training, Pretoria, 21 March 1978).

5) A Liaison Services Division was established at the beginnning of 1978 to satisfy the growing interest of various bodies in Black education. The division's primary function is to promote communication within the Department of Education and Training itself and to facilitate liaison with outside institutions (the news media and other interested parties). Information documents are prepared for release to persons within and outside the Department of Education and Training (Department of Education and Training, Annual Report 1978: 89).

6) During 1978 a new draft bill for Black education was drafted in accordance with the changing needs of the Department of Education and Training while taking the existing legislation of the other education departments of the Republic of South Africa into consideration. The draft was discussed in detail with the then Black Education Advisory Council. This council comprises 24 Black members and is constituted from the representatives of the regional subcommittees, the education departments of the national states, teachers' unions, school inspectors and the Universities of Fort Hare, the North and Zululand (Department of Education and Training, Annual Report 1978: p. 89). Before the draft act was published, it was adapted and released for comment (Department of Education and Training, Annual Report 1978: 1).

The abovementioned Education and Training Act (Act 90 of 1979) was approved in 1979 and implemented at the beginning of 1980. The preparatory work regarding the formulation of this act may, to a certain extent, be regarded as a team effort by the Department of Education and Training and the Blacks. The top structure of the Department of Education and Training formulated this act in broad

terms after consultation with the relevant Black communities. Much praise was received from the Government and from the official Opposition. The following comments are taken from the Department of Education and Training's confidential Minutes of Special Conference of Inspectors held on 17 August 1979 at MEDUNSA (Medical University of Southern Africa):

- The bill introduces certain significant improvements.

- The act represents a genuine effort to provide improved education facilities for the Black people in South Africa and to bring them into line with the education facilities of other race groups.

- It is a definite improvement on existing legislation.

- It is even an improvement on other education laws (pp. 4 and 5).

"The Education and Training Act (Act 90 of 1979) ... makes provision for the disappearance of community school education for Blacks outside the national states in favour of state education, but community involvement is retained by school committees. The State therefore accepts responsibility for the direct financing of Black schools. Provision is also made for the possible introduction of compulsory education on a regional or national basis, as well as for health services at schools." (BENSO, 1979: xix).

The Education and Training Act (Act 90 of 1979) supersedes the Black Education Act (Act 47 of 1953), the seven Black Education Amendment Acts (Acts 44 of 1954, 36 of 1956, 33 of 1959, 55 of 1961, 44 of 1970, 56 of 1977 and 67 of 1978), the Black Special Education Act

(Act 24 of 1964) and Section 22 of the General Law Amendment Act (Act 57 of 1975) (Education and Training Act, 1979: Section 45: 47-49).

Section 3 of the Education and Training Act (Act 90 of 1979) deals with the determination of education policy with regard to the general administration of Black education, and reads as follows:

"6) The Minister may after consultation with, or consideration of proposals made by, the Council, from time to time determine the general policy to be pursued in regard to education pursued in schools within the framework of the following principles, namely -

(a) that education in schools maintained, managed and controlled or subsidized by the Department shall have a Christian character, but that the religious conviction of the parents and the pupils shall be respected in regard to religious instruction and religious ceremonies;

(b) that the universally accepted educational principle of the use of the mother-tongue as the medium of instruction be observed: Provided that this principle shall be applied at least up to and including standard two: Provided further that the wishes of the parents be taken into consideration in the application of this principle after standard two, and also in the choice of one of the official languages as the medium of instruction where the mother-tongue cannot be used as the medium of instruction after standard two;

(c) that it shall be the aim and objective with the co-operation of the parents to introduce compulsory school attendance and free tuition (including free school books) in all areas;

(d) that in the provision of education the ability, aptitude and interest of the pupil as well as the training needs of the country be taken into account, and that appropriate guidance shall be given to pupils in this regard;

(e) that there shall be co-ordination with the other departments of education with regard to syllabuses, courses and examination standards, and that the matriculation or senior certificate or an equivalent examination of either the Department of National Education or the Joint Matriculation Board shall be conducted;

(f) that recognition be given to the active involvement of the parents and the communities in the education system through parent-teachers' associations, local or domestic committees or councils or in any similar authoritative manner; and

(g) that school health services be introduced in conjunction with the Department of Health" (p. 6).

The council referred to above is the Council for Education and Training. It comprises at least 20 members appointed by the Minister of Education and Training and functions in an advisory capacity with regard to the general policy for school education and Black teacher training (Education and Training Act 1979, Sections 3 and 4: 6-8).

7) In the foregoing, the positive principles embodied in the new Education and Training Act (Act 90 of 1979) for Blacks were emphasized. Despite this, there is still dissatisfaction among Blacks regarding the provision of equal education opportunities for Blacks.

In the HSRC Investigation into Education (Provision of Education in the RSA 1981) the discrepancies in the provision of education for the various population groups in the RSA were identified and defined in terms of issues such as discrepancies in unit costs, the pupil : teacher ratio, teacher qualifications, the total percentage of learners who pass Standard 10 and the percentage of learners who obtain university entrance. These discrepancies have already been summarized and pointed out in Table 3.12. In view of these inequalities it is understandable why the Black community is dissatisfied with its share of the provision of education. In respect of virtually all the relevant issues reflected in the table in question, the Blacks fare the worst. A good education act does not immediately rectify inequalities. The Government has already undertaken to eliminate gradually all the inequalities mentioned.

In Chapter 3 specific reference is made to the fact that the authorities responsible for Black education must implement accelerated programmes for education financing, providing physical facilities, training teachers and upgrading serving teachers in respect of their qualifications and ability to teach and to manage a school effectively, and to regard these programmes as first priorities.

The Transvaal United African Teachers' Association submitted a memorandum to the Minister of Education and Training on 25 October 1984 in which, among other things, the following objections regarding education were raised (TUATA, Official Organ of the Transvaal United African Teachers' Association, July-December 1984: 45):

. "We call for the establishment of one department of education to provide equal education opportunities for all.

. We call for power-sharing and full involvement of Blacks in all levels of education.

. We call for vigorous and sustained training of Blacks for all positions in the education system of the country. The present position where all key positions in education are held solely by Whites is untenable.

. We call for a programme for wiping out the education backlog, particularly in the funding and the upgrading of teachers ..

. The existing teachers training colleges as well as technikons are too few and distant from the communities they should serve ... "

CHAPTER 5

IMPORTANT PHASES OF DEVELOPMENT IN BLACK EDUCATION FOR THE PERIOD 1959 TO 1983

As already disclosed in Paragraph 2.1 of Chapter 2, the then BENBO (the later BENSO) classified the development of Black education into four chronological phases:

- The traditional phase (prior to 1789);
- the mission phase (from 1799 to 1850);
- the mission school and government school phase (from 1851 to 1958);
- the independence phase (1959 and thereafter).

When the last phase (that is the independence phase) as described in Paragraph 2.5 of Chapter 2, as well as in Chapters 3 and 4, is taken into consideration and is seen in perspective, it becomes clear that, for convenience and for certain obvious reasons, this phase can be divided into various subphases of development. The development which Black education experienced from 1959 onwards, is characterized by extremely important dynamic forces which repeatedly shifted to new points of emphasis without eclipsing previous accents or even causing them to lose their impact. The latter points of emphasis have continued to exist and, in fact, have become stabilized. In this development process a comprehensive organism gradually evolved which covers the entire spectrum from establishing literacy to university training, including the in-service training of teachers and the incumbents of educational management posts at various levels, the education of adults and the training of employees in trade and industries. The mentioned BENSO classification

serves to focus attention on the subphases of development in Black education during the independence phase (1959 and thereafter). These subphases of development are reflected briefly below, but being a dynamic force they cannot be arranged in true chronological order.

The constitutional development of the various Black population groups of Southern Africa started with the introduction and activating of regional authorities for the various ethnic groups. After the establishment of regional authorities, legislative assemblies were introduced in two stages, namely the procurement of *Chapter 1 and Chapter 2 rights for all the various self-governing states and the consequent independence of a number of independent states. For a schematic and chronologic summary in this regard see Table 1.1. Despite the above-mentioned constitutional development which makes

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* In contrast with the Transkeian Constitution (Act 48 of 1963), the constitution of the national states (Act 21 of 1971) does not provide for a single constitutional development, but for a two-phase development, namely in terms of Chapters 1 and 2 of the act which deal with consecutive phases of responsibility and self-government.

Chapter 1 rights include the establishment of a legislative assembly; an executive council as executive authority; legislative power in terms of which a SA act of parliament may not be amended or repealed; and the administration of justice by retaining the existing courts of law.

Chapter 2 rights include the establishment of a self-governing region which bears a certain name, has its own flag and national anthem; a Cabinet as executive authority; legislative power in terms of which an act of parliament may be amended or repealed in so far as it concerns its own region or a citizen of a region, but which is not contrary to this Act (21 of 1971); and the administration of justice in the sense that the State President may institute a higher court.

The government of each national state has six departments, except Transkei, Ciskei, Lebowa and Bophuthatswana which also have a Department of Health (BENBO: Swart ontwikkeling in Suid-Afrika, 1976: 11 and 12).

self-determination possible in an independent state, a large portion of Southern Africa's Black population in the Black urban residential areas and on the farms of White farmers in the area outside the national states of the Republic of South Africa remained behind firstly for obvious economic reasons, and secondly most likely many of these Blacks no longer had strong ties with the traditions and customs of their compatriots in the national states.

When a specific Black population group gains self-government (and later independence), such a state simultaneously gains an independent department of education and culture. In this process the Department of Black Education (now known as the Department of Education and Training), as the mother department of education, becomes smaller in terms of the number of schools, pupils and teachers. During the process of constitutional development four independent states (Transkei, Bophuthatswana, Venda and Ciskei), each with its own independent government department of education, and six self-governing states (Gazankulu, KaNgwane, KwaNdebele, KwaZulu, Lebowa and Qwaqwa), each with its own independent department of education and culture, were established by 1984 (see Table 1.2). In the region outside the national states the Department of Education and Training as a full state department of the Republic of South Africa, with the largest pupil enrolment of all the education departments in Southern Africa, continued to exist.

In Table 5.1 the 18 different education departments of Southern Africa are arranged according to the combined number of pupils enrolled at primary and secondary education levels for 1982 and 1981. For both these years the Department of Education and Training

TABLE 5.1

LIST OF EDUCATION DEPARTMENTS IN SOUTHERN AFRICA ACCORDING TO PUPIL ENROLMENT AT PRIMARY AND SECONDARY EDUCATION LEVELS: 1982 AND 1981

Education department	Pupil enrolment			
	1982	Order	1981	Order
Education and Training	1 623 404	1	1 592 466	1
KwaZulu	1 003 494	2	932 741	2
Transkei	785 129	3	735 331	4
Coloured Affairs	774 993	4	764 258	3
Lebowa	600 166	5	567 791	5
Transvaal	582 639	6	575 223	6
Bophuthatswana	490 632	7	461 534	7
Cape	252 306	8	253 457	8
Ciskei	234 304	9	231 533	9
Indian Affairs	227 532	10	225 571	10
Gazankulu	163 563	11	152 254	11
Venda	156 310	12	152 080	12
Natal	119 416	13	117 224	13
KaNgwane	106 772	14	96 598	14
National Education	102 335	15	95 660	15
Orange Free State	76 314	16	75 814	16
Qwaqwa	75 075	17	68 123	17
KwaNdebele	74 953	18	61 845	18

Note The above figures include enrolments at ordinary schools, special schools, technikons, technical colleges/institutes, correspondence colleges and private vocational schools.

Sources: . Table 7.1 to 7.14.

. Department of National Education: Annual Reports for 1982 and 1983.

. Central Statistical Services: Statistical News Release 18 June 1982.

. Department of Statistics: Statistical News Release 29 May 1981.

heads the list with an enrolment of 1 623 404 in 1982 and 1 592 466 in 1981. KwaZulu ranks next. In 1981 Coloured Affairs ranked third and Transkei fourth on the list. In 1982 Transkei and Coloured Affairs merely switched positions. For both years KwaNdebele and Qwaqwa have the smallest enrolment. In order to compile such a list and to compare the pupil enrolments with one another, only the enrolment at primary and secondary school education levels was used, but this enrolment was limited to that at ordinary schools, special schools, technikons, technical colleges, technical institutes, correspondence colleges and private vocational schools on the above-mentioned two levels.

When the Black Education Act (Act 47 of 1953) was introduced in 1954, fundamental primary education (Sub A up to and including Standard 2) was initially emphasized and the first task was to combat illiteracy among the Blacks. At the beginning of the sixties the emphasis shifted to higher primary education (Standard 3 up to and including Standard 6). During the last quarter of the sixties the emphasis shifted from primary education to secondary and tertiary education. These included both technical training and university education, and were concentrated mainly in the national states. The greatest increase in the number of pupils in Black education occurred in the latter half of the seventies at secondary school level. The provision of Black education continued at a rapid rate, first at higher primary level, thereafter at secondary and technical levels and finally at tertiary level, including teachers' training, technikon training and university training.

Since 1970 Black education has been characterized by a constant

series of changes in respect of government policy and the control and administration of Black schools in the region both outside and within the national states. This took place at the insistence of various quarters concerned such as the Blacks themselves and the RSA Government. These changes finally crystalized in the form of a better and bigger financial dispensation for Black education in general. New budgeting procedures were approved and implemented. The supply of free textbooks to Black schools was extended considerably. Additional classroom facilities were created to fulfil the needs, which had arisen as a result of accumulated backlogs and the increased number of pupils, in all the various Black education departments. *With effect from 1 January 1980 the Black Education Act (Act 47 of 1953) was superseded by the new Education and Training Act (Act 90 of 1979).

The new dispensation for Black education in the region outside the national states as a phase of development was ushered in by the Prime Minister's and Cabinet's decision in 1978 to allocate Black education to a separate government portfolio, namely the Department of Education and Training as already mentioned in Paragraph 4.2 2) of Chapter 4.

Since 1978 the Department of Education and Training itself has been budgeting for the erection of community schools in Black urban residential areas in the RSA, excluding the national states.

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* It should be emphasized that even with the new budgeting procedures and the improved financial dispensation, it was not possible to eliminate all backlogs and to fulfil all needs immediately. It is a slow process which will take years as funds are limited.

The new Education and Training Act (Act 90 of 1979) was implemented with effect from 1 January 1980. Policy changes which preceded the act and programmes established upon implementation of the act include the following:

- Providing additional postprimary and other education facilities in the area outside the national states to fulfil the need for teacher training, secondary education, technical training and special education;

- expanding the introduction of accumulative compulsory education at primary school level in certain urban areas where parents require this;

- providing and extending preprimary education;

- lowering the entrance age of Black pupils from a full 84 months to a full 72 months (from 7 years to 6 years);

- introducing new three-years teachers' training courses with a Standard 10 school-leaving certificate or matriculation exemption certificate as a minimum entrance requirement.

Most of the above policy changes and programmes were also introduced by the education departments of the self-governing national states and independent states to promote education there.

CHAPTER 6

A BRIEF CHRONOLOGICAL ACCOUNT OF BLACK EDUCATION IN THE PAST DECADE

Although certain matters in this regard have already been raised, the most significant changes and events since 1975 in respect of Black education in the RSA (excluding the national states) and in the self-governing states and independent states will now be dealt with chronologically for the sake of completeness.

6.1 1975

6.1.1 Introduction of the twelve-year structure

After the introduction of the Black Education Act (Act 47 of 1953) the following uniform language medium policy in Black schools was decided upo

In the primary classes up to Standard 6 the pupils' mother tongue was the language medium. In the secondary classes non-examination subjects were taught in the mother tongue, language subjects in the languages concerned, and the other subjects, where possible, by using English and Afrikaans equally (Cillie Report, 1979: 557).

The abovementioned policy was criticized in some quarters while in others it earned praise. In various schools for Black pupils there was a shortage of so-called language proficient teachers capable of putting the policy into effect. A system of exemption was then decided upon which meant that when a secondary school did not have enough teachers to give instruction in two content subjects in Afrikaans or English, the Department of Black Education could be approached for permission to deviate from the policy and to allow

English or Afrikaans as the instruction medium for three or four subjects. Initially the only recognised grounds for exemption were a shortage of language proficient teachers, but later other grounds were also allowed. Consequently uncertainty, misunderstanding and dissatisfaction regarding the grounds for exemption resulted (Cillie Report, 1979: 559-559).

During the first half of the seventies two issues hampered the implementation of the language medium policy in Black education, namely the great increase in the number of secondary school pupils and the conversion to the twelve-year education structure. This increase in pupils led to a shortage of space and teachers (Cillie Report, 1979: 559).

With effect from 1975 the Standard 6 class was discontinued in all primary schools as a result of the introduction of the twelve-year structure for Black education. From then onwards the primary school course extended from Sub A up to and including Standard 5, and the secondary school course from Standard 6 up to and including Standard 10 (Department of Bantu Education, Annual Report, 1976: 55).

Although Standard 5 was the first secondary school class, the teaching for this standard still took place in the primary school building. The language medium policy regarding the equal use of English and Afrikaans as medium of instruction also applied to Standard 5, notwithstanding the fact that teaching in Standard 5 took place in the primary school (Cillie Report, 1979: 560).

This situation impeded the implementation of the above-mentioned language medium policy and, among the pupils of various schools in

Soweto, this gave rise to a resistance to Afrikaans in particular as an instruction medium (Cillie Report, 1979: 560-563).

6.1.2 New differentiated education system for Black schools

The new differentiated education system introduced in Black schools in 1975 implied that secondary school subjects were arranged in six instead of five groups. In order to obtain a matriculation exemption certificate, besides the total number of marks, a candidate had to pass three subjects of which one was the mother tongue (a Black language) in the Higher Grade and at least two other subjects in the Higher Grade or Standard Grade (Department of Bantu Education, Annual Report, 1975: 54).

The first matriculation/senior certificate examination was conducted in 1976 according to the previously mentioned prescriptions (Department of Education and Training, Annual Report, 1977: 56).

6.1.3 Departmental technical centres

With effect from 1975 the first group of departmental technical centres began to function in the densely populated Black residential areas of the Republic of South Africa, excluding the national states. These centres provided technical training for pupils in Standards 5 to 8 as an enrichment of the normal school programme. Initially this training was such a great success that by the end of 1982 there were already 16 such centres. Expansion in this field was continued: existing centres were enlarged, two new centres would be opened in 1983 and another 24 centres were planned for the following four years. Qwaqwa introduced its first technical centre in 1982.

A centre such as this serves the surrounding primary and secondary schools of a certain residential area. Pupils of the surrounding schools have the opportunity of taking a technical subject instead of one of the usual school subjects. The technical orientation classes of 2,5 hours a week are attended at the centres. After Standard 8 a technical course is taken in order ultimately to obtain a Standard 10 certificate, with or without matriculation exemption. In 1981 23 300 pupils attended the centres and in 1982 the figure was 30 958 (Departement van Onderwys en Opleiding: Inligting oor sekondêre tegniese onderwys, pre-tersiêre naskoolse tegniese onderwys, technikon onderwys, Januarie 1983).

6.1.4 Discontinuance of the Standard 6 Certificate Examination and the introduction of the Higher Primary Certificate Examination

The first external Higher Primary Certificate Examination was conducted at the end of 1975 in the place of the previous external Standard 6 Certificate Examination which had lapsed. The Standard 6 pupils who were still associated with primary schools in 1975 wrote the above-mentioned external Higher Primary Certificate Examination with the Standard 5 pupils in primary schools (Department of Bantu Education, Annual Report, 1976: 153).

Transkei's Standard 5 and Standard 6 pupils wrote no external Standard 6 Certificate Examination or Higher Primary Certificate Examination, since the Transkeian Education Department decided to introduce an external examination at Standard 7 level (Republic of Transkei, Report of the Department of Education, 1 January 1976 to 31 December 1977: 16).

6.1.5 Education for mentally retarded pupils

With effect from 1975 education for mentally retarded pupils was also introduced on an experimental basis at two existing lower primary schools, one in Atteridgeville and one in Mamelodi near Pretoria. In each of the schools two classes of approximately 15 pupils were involved. These pupils received instruction according to new, adapted syllabuses previously compiled especially for this type of education. One male teacher and three female teachers were oriented for one term in respect of special education for mentally retarded pupils. The following subjects were included in the experiment: Religious Instruction, a Black language (mother tongue), Afrikaans, English, Mathematics, General Knowledge, Health Education, Physical Education, Handwork, as well as Singing and Music (Department of Bantu Education, Annual Report 1976, Paragraph 5.1 (j): 55).

6.2 1976

6.2.1 Education for adults

The first centres for adult education were introduced in 1976 so that they could begin to function with effect from 1977. Course material which extended from literacy courses to matriculation courses was prepared (Department of Bantu Education, Annual Report, 1976: 75 and 77; Department of Education and Training, Annual Report, 1977: 6 and 70).

The first priority in the adult education programme remained the improvement of the academic qualifications of teachers already in the field. The second priority was to assist other adults to improve

their qualifications according to their needs. A third priority was literacy instruction (Department of Education and Training, Annual Report, 1980: 182-184).

Black teachers who did not possess a Senior Certificate had the opportunity to obtain this qualification on a part-time basis at the centres for adult education, which had been set up throughout the country (Department of Education and Training, Annual Report, 1981: 115).

6.2.2 Black riots

According to the Cillie Report, which deals with the rioting in Soweto and elsewhere in June 1976 (Volume I, 1976), the following issues to a large extent contributed directly and jointly to the disturbances that erupted on 16 June 1976 in Soweto and later spread throughout the country:

- The language medium policy in Black secondary schools;
- the implementation of this policy;
- the manner in which the uprisings were dealt with by officials;
- the inability of officials and the police to anticipate the threatening eruption in Soweto and to employ timeous counter-measures (p. 556).

As already mentioned in Paragraph 6.1.1, organized resistance against the use of Afrikaans as a language medium was originally begun by Soweto pupils in the Standard 5 and other secondary school classes. The pupils refused to attend classes which caused dissatisfaction among the parents and led to further misunderstanding. It was difficult to take action against these pupils since school

attendance was not at that stage compulsory. As representative parent bodies some of the school boards also began to ignore the language medium policy of the Department of Black Education. The result was that the language medium policy in secondary school classes (including Standard 5), the pupils' resistance to it and the reaction of the school boards in this respect, began to create problems for Black education officials. Communication channels between the departmental officials on the one hand and the school boards on the other gradually deteriorated, thus increasing dissatisfaction among the pupils and parents and making them even more rebellious. The officials were apparently unaware of this state of affairs. The outcome was the riots which erupted in Soweto on 16 June 1976 (pp. 560-568). Within weeks of the first riots the language medium problem was solved by the Department of Black Education (p. 580). These unfortunate events had an extremely adverse effect on the normal functioning of schools in the areas of unrest. Effective education planning was disrupted and additional arrangements had, among other things, to be made to duplicate all the external 1976 final examinations in February 1977 (Department of Bantu Education, Annual Report, 1976: 1).

6.2.3 Transkei becomes a republic

On 26 October 1976 Transkei became independent when its first National Assembly was established in terms of Act 100 of 1976. Transkei thus became a republic with its own independent department of education (BENSO, 1978: Table 1a).

6.2.4 Education for the mentally handicapped

At the end of 1976 a report was published on a two-year experiment concerning the education of mentally handicapped Black pupils in the four lower primary classes at the two mentioned lower primary schools in Atteridgeville and Mamelodi at Pretoria (see 6.1.5 of this chapter). It was found that this type of education ought to be seen as an integral part of the education and training of mentally handicapped pupils at the lower primary school level. It was also established that the parent communities concerned accepted this type of education as an essential part of their children's education (Department of Bantu Education, Annual Report, 1976: 55).

This experiment, together with its report, led to the development of an upgrading programme for primary education during 1977 and 1978 (Department of Education and Training, Annual Report, 1978: 103).

6.2.5 General

In Paragraph 6.2.2 the Black riots of 16 June 1976 and thereafter are discussed in considerable detail. The author of this Part 2 of Comparative Education Statistics thought it necessary to give attention, towards the end of the section dealing with the events of 1976, to some direct and concomitant causes of the Soweto unrest which may be of cardinal importance for the further development of Black education. This information was drawn from the whole series of issues concerning aspects of the policy and objectives of Black education as explained in Section E of Volume 1 of the Cillie Report 1979).

. The language medium policy

This was discussed in Paragraph 6.1.1 and 6.1.2.

. Black education

The Commission of Inquiry concerned found that there was considerable dissatisfaction regarding Black education in the Black community, especially in Soweto. Young pupils were opposed to the whole system although they did not always know why. With the exception of the language policy medium, compulsory education and free education, Black education was not a cause of the unrest. The Blacks regarded compulsory education as an essential requirement for an acceptable system of education and the lack thereof was regarded as a serious defect in Black education. According to the authorities the cost of free education would be too high. In respect of the view that Black education is an inferior system, the report disclosed the following:

The critics of the existing system do not realise that Black experts were consulted in advance in respect of education and were profoundly involved in formulating laws, regulations and compiling syllabuses and examination papers. They do not know that all education departments in South Africa compile and use the same basic syllabuses and that all Standard 10 candidates throughout the country are required to write examination papers that are set by the various education departments and moderated by the Joint Matriculation Board. All Standard 10 candidates write examinations with the same requirements for passing and the same university entrance requirements. Members of depart-

ments of education and other witnesses are adamantly firm that by no means is Black education inferior in standard and content. It is possible that the teachers presenting the subject matter to Black pupils may not be as highly qualified as those in the other education departments in the country (pp. 580-586).

. Influx control

Influx control is a genuine source of dissatisfaction for many Blacks (p. 589).

. The cost of a Black child's education as opposed to that of a White child

It has often been argued that the difference is so great that this proves that Black education is inferior. Experts have pointed out that a comparison of the per capita cost of one education department with that of another is not a reliable method of determining the value of education. In this regard the question is how the available funds are spent and how much is spent. The various education departments do not use similar components to make up their individual total expenditures on education for calculating their per capita costs (pp. 583-584).

. Shortcomings in the education system

The Cillie Report disclosed that shortages of qualified teachers and accommodation in Black schools undoubtedly existed. This gave rise to the undesirable use of double sessions, but according to evidence the department strove to right the situation. Fewer than 1 000 White teachers were appointed in Black educa-

tion to compensate for the shortage to some extent and only when Black teachers were unavailable. White teachers were frequently the target of unjustified and bitter attacks of rioters. Pupils repeatedly demonstrated against the low salaries of Black teachers and the discrepancy which existed between the remuneration of Black and White teachers, but in these comparisons the qualifications of teachers were not always taken into consideration (p. 584).

6.3 1977

6.3.1 Lowering the admission age of pupils

During 1977 regulations were promulgated in terms of which the maximum admission age of Black pupils was lowered over a period of four years from a full 84 to a full 72 months (from 7 to 6 years) (Department of Education and Training, Annual Report, 1977: 6).

6.3.2 Compulsory school attendance programme

During 1976 the first step towards compulsory education was announced. Essentially this implied that all parents enrolling a child in Sub A of a community school, are signing a contract or agreement to keep their child at school until such child has passed Standard 2 at least. The reader's attention is also drawn to the fact that the Department of Black Education had, in previous years, already begun to implement certain preliminary measures as prerequisites for introducing compulsory education. The following are mentioned: experimental aid classes for mentally retarded pupils (see Paragraph 6.2.4 above); 20 % of the new posts created for 1976 were utilized to eliminate double sessions in the substandards; expanding

the programme for supplying free books to schools, and providing additional facilities for training more teachers (Department of Bantu Education, Annual Report, 1976: 1 and 3).

In 1977 much progress was made in the abovementioned preliminary measures that were essential before compulsory education could be introduced. A thorough investigation was ordered to determine whether compulsory education could be introduced in certain areas. However it proved inadvisable to introduce compulsory education, should it result in a large-scale prosecution of parents (Department of Education and Training, Annual Report, 1977: 6).

6.3.3 Increase of the budgetary vote for the Department of Black Education

Since April 1977 the budgetary vote for the Department of Black Education could be used to budget for the provision of capital for erecting buildings at Black universities, the Ga-Rankuwa Hospital (as an integral part of the Medical University of Southern Africa - Medunsa) and all government schools by virtue of the South African Development Trust (Department of Education and Training, Annual Report, 1981: 89).

6.3.4 Renewed rioting

During June 1977 rioting erupted in Soweto once more and this again spread to other Black urban residential areas. The riots were accompanied by school boycotts which paralysed Black secondary schools in scattered parts of the country for the rest of the year. Irreparable damage was caused to the education and maximal development potential of many Black pupils. In Soweto a considerable number of Black school boards could also no longer maintain full

control of their schools, as a result of which the Department of Black Education was forced to withdraw the registration of 40 secondary community schools in Soweto and to establish government schools to replace them (BENSO, 1978: Introduction; Department of Education and Training, Annual Report, 1977: 6).

6.3.5 Bophuthatswana becomes a republic

On 6 December 1977 Bophuthatswana also became an independent republic with its own independent department of education (BENSO, 1978: Introduction).

6.3.6 University of Transkei

The independent University of Transkei opened on 1 January 1977 with a total student enrolment of 300 during the year (Republic of Transkei, Report of the Department of Education, 1 January 1976 to 31 December 1977: 26).

6.4 1978

6.4.1 Discontinuance of automatic promotion

During 1978 automatic promotion in lower primary schools was discontinued in order to ensure a higher level of instruction from the outset (Department of Education and Training, Annual Report, 1978: 101).

6.4.2 Free textbooks to secondary schools

At the beginning of 1978 free textbooks, with the exception of prescribed works (literature), were supplied to all secondary school pupils under the administration of the Department of Education and

Training (Department of Education and Training, Annual Report, 1978: 107).

6.4.3 National Technical Certificate

At the beginning of 1978 the theory syllabuses for the National Technical Certificate (NTC syllabuses) were introduced for trade training in Black schools. These syllabuses are used throughout South Africa to train apprentices for various trades. A Black pupil who passes the NTC examination may henceforth obtain a certificate which is recognised throughout the country. Practical syllabuses, which correlate with the NTC theory syllabuses, were compiled in order to offer Black pupils the correct practical training as well. After completing a trade course a pupil may undergo further in-service training in order to qualify for admission to the standard test for full artisan status, depending upon the conditions laid down by the legislation of the national state concerned (Department of Education and Training, Information on trade training, technnical training, advanced technical training, industrial training - February 1979: 1; Department of Education and Training, Annual Report, 1978: 123).

6.4.4 Medical University of Southern Africa

The first Black medical students (M.B.Ch.B. II) enrolled at Medunsa in 1978 (Department of Education and Training, Annual Report, 1978: 5).

6.4.5 Mentally retarded children

During 1978 the Department of Education and Training accepted responsibility for the education of trainable mentally retarded

Black children (Department of Education and Training, Annual Report, 1978: 151).

6.4.6 Discontinuation of double sessions in the substandards

With effect from the 1978/79 financial year an amount of R1,5 million was used to create additional education posts in order to do away with double sessions (Department of Education and Training, Annual Report, 1978: 3).

6.4.7 Republic of Transkei

The number of Junior Certificate candidates in the Republic of Transkei increased from 18 888 in 1977 to 22 531 in 1978, that is by 19,3 %, while the number of Senior Certificate and Matriculation Certificate candidates increased from 2 801 in 1977 to 3 481 in 1978, that is by 24,3 % (Republic of Transkei, Report of the Department of Education, 1 January 1978 to 31 December 1978: 1).

For statistical and other purposes the pupils and schools in Transkei are categorized as follows:

Junior primary: Sub A to Standard 1
Higher primary: Standards 2 to 4
Junior secondary: Standards 5 to 7
Senior secondary: Standards 8 to 10

6.5 1979

6.5.1 Introduction of an upgrading programme for elementary education

The large-scale elimination of double sessions in Sub A and Sub B by the Department of Education and Training gave rise to the fact that

serious attention was given to implementing a programme for upgrading elementary education with effect from 1979. At the time when this programme was introduced, a school readiness programme was included simultaneously. The latter programme forms part of the first 12 to 15 weeks of the school year of Sub A, to be followed up (if necessary) by individual and remedial instruction. Approximately 70 000 Sub A pupils were involved in the abovementioned upgrading programme in 1979 (Department of Education and Training, Annual Report 1979: 23 and 25).

6.5.2 Financing and erecting community school buildings

With effect from 1 April 1979 the responsibility for financing community schools and the erection of these by the various administration boards was transferred to the Department of Education and Training. The latter department could consequently budget for the erection of community schools in the Black residential areas in the Republic of South Africa (excluding the national states) itself, by means of the budgetary vote Education and Training (Department of Education and Training, Annual Report, 1979: 103 and 107; Department of Education and Training, Annual Report, 1981: 89). R10 million was voted for the 1979/80 financial year for this service (Department of Education and Training, Annual Report, 1979: 103) and for the 1980/81 financial year R29 840 000 was voted (Department of Education and Training, Annual Report, 1980: 110).

Loans amounting to more than R20 million which the administration boards had formerly negotiated with the Department of Community Development, were written off. Much progress was made with the following projects:

Four teachers' training colleges, 4 secondary schools with hostels, 2 technical colleges with hostels, a new in-service training centre for teachers and a technikon were all undertaken by the Department of Education and Training itself; thereafter the Department of Public Works commenced planning for facilities, such as 33 secondary schools, 18 technical centres, 2 teachers' training colleges and 12 technical colleges for Black pupils in the RSA (excluding the national states) under the administration of Education and Training (Department of Education and Training, Annual Report, 1979: 23-29).

6.5.3 Termination of the services of school boards

During 1979 it was decided to terminate the services of all school boards on 31 December 1979. This was a direct result of the Education and Training Act (Act 90 of 1979) in terms of which the Department of Education and Training would itself be responsible for appointing teachers involved in community schools from the beginning of 1980 (Department of Education and Training, Annual Report, 1979: 23, as well as BENSO, 1979: xix).

6.5.4 Venda becomes a republic

Venda became a republic on 13 December 1979, thereby attaining its own independent education department (BENSO, 1979: xx).

6.5.5. KwaNdebele gains independence

In terms of Act 21 of 1979 KwaNdebele obtained a legislative assembly on 1 October 1979, and on 1 April 1980 self-government with its own education department (BENSO, 1979: xx).

6.5.6 Branches of Black universities

With effect from 1979 a branch of the University of Fort Hare began to function at Zwelitsha, and at Umlazi, a branch of the University of Zululand (Department of Education and Training, Annual Report, 1978: 5).

6.5.7 Republic of Transkei

The number of Senior Certificate and Matriculation Certificate candidates increased from 3 481 in 1978 to 5 413 in 1979, that is by 55,5 % (Republic of Transkei, Report of the Department of Education, 1 January 1979 to 31 December 1979: 29).

6.5.8 Republic of Bophuthatswana

In 1979 the implementation of the Lekhala Commission's recommendation was initiated by the acceptance of a tripartite school structure: a primary school division (Grade 1 to Standard 4), a middle school division (Standards 5-7) and a high school division (Standards 8-10) (Republic of Bophuthatswana, Report of the Department of Education, 1 January 1979 - 31 December 1979: 11).

6.6 1980

6.6.1 The Education and Training Act (Act 90 of 1979) comes into force

The most important event of 1980 was undoubtedly when the Education and Training Act (Act 90 of 1979) came into force right at the beginning of the year. This act makes provision for the disappearance of Black community education in favour of state education outside the national states, the discontinuation of school boards and

the retention of community involvement by means of school committees. Henceforth the education inspectorate of the Department of Education and Training itself was responsible for appointing teachers in community schools and for actual school planning. The State accepted full responsibility for the direct financing of Black schools. The appointment and remuneration of approximately 20 000 community school teachers were taken over from the discontinued school boards. Henceforth provision was also made for the possible introduction of compulsory education on a national and regional basis (Department of Education and Training, Annual Report, 1980: 100, 106 and 108). In terms of the Act mentioned above, the Department of Education and Training also accepted responsibility for preprimary or nursery school education (Department of Education and Training, Annual Report, 1980: 138).

6.6.2 Upgrading programme for primary education

During 1980 the upgrading programme referred to in previous paragraphs was finalized and applied in more than 600 primary schools in the area administered by the Department of Education and Training. Approximately 220 000 pupils were involved in this programme Department of Education and Training, Annual Report, 1980: 138).

The education departments of four self-governing states (Ciskei, KaNgwane, KwaZulu and Qwaqwa) also began to implement the abovementioned upgrading programme of the Department of Education and Training in the primary schools with effect from 1980 (Department of Education and Training, Annual Report, 1980: 138 and 140).

6.6.3 The position regarding the compulsory school attendance programme

The increased Sub A enrolment began to normalize with an approximate 3 % increase at this level. In certain residential areas all pupils who possibly qualified were admitted to Sub A. The greatest single problem experienced was the provision of adequate school facilities for the new enrolment, since before 1978 the Department of Education and Training was not yet authorized to budget for school buildings (Department of Education and Training, Annual Report, 1981: 4 and 6).

6.6.4 A uniform structure for secondary schools

From 1980 a uniform structure for the duration of periods in secondary schools of the Department of Education and Training, as well as those of the national states was introduced in order to simplify the implementation of the differentiation programme. By this process the school day was lengthened to 6 hours; Standard 9 and 10 classes were introduced to existing junior secondary schools (Standards 6 to 8); since then the pupils have remained at school longer; pupils have the opportunity to develop according to their aptitudes, interests and abilities; work programmes were drawn up for and introduced into each level of the secondary school to ensure that the prescribed syllabuses were dealt with timeously and comprehensively, and textbooks were supplied to all secondary school pupils (Department of Education and Training, Annual Report, 1980: 142-146).

6.6.5 Subsidizing farm school buildings

With effect from 1 April 1980 the subsidy on farm school buildings was increased to a maximum of R2 000 per classroom and a maximum of

four classrooms per school (Department of Education and Training, Annual Report, 1980: 130).

6.6.6 Building programme for the 1980/81 financial year

The Department of Education and Training's building programme for the previously mentioned financial year comprised the following:

- The erection, upgrading and maintenance of primary and secondary community schools in Black residential areas;
- the extension of four Black universities and the Ga-Rankuwa Hospital;
- the erection of a technikon, various teachers' training colleges, as well as an in-service training centre with hostels for the aforementioned which are situated in the trust area;
- subsidies to the farm owners concerned for the erection of farm schools;
- subsidies in respect of school buildings for special education;
- the erection of secondary state schools (Department of Education and Training, Annual Report, 1978: 1).

6.6.7 School boycotts

During 1980 school attendance was boycotted in some Black schools in certain parts of the country (Cape Town, Port Elizabeth, Bloemfontein and Kimberley). Once again the further development of Black education in the relevant parts was retarded for at least a year. A number of schools were closed for a particular period and some

school building programmes were adversely affected. However more than 96 % of the total number of Black schools and pupils continued as usual with their schoolwork (Department of Education and Training, Annual Report, 1980: 2 and 4). During October 1980 three one-week orientation courses were presented in Pretoria to a total of approximately 70 school principals, as their schools discontinued as a result of the school boycotts (Department of Education and Training, Annual Report, 1980: 162).

6.6.8 Report of the Cillie Commission

The report of the Cillie Commission on the investigation of the 1976 rioting was tabled in the House of Assembly. The Commission found that the most significant factors which led to the rioting were the implementation of the language medium policy, the resistance to this policy and how this resistance was dealt with, as well as the manner in which the police acted against the rioters during the first confrontation (BENSO, 1980: xv). The matter was discussed comprehensively in Paragraph 6.2.2.

6.6.9 Registration for the Standard 10 examination

By the end of 1980 the greatest increase to date had occurred in the registration for the Standard 10 examination. In 1979 14 574 candidates had registered and in 1980 29 973, that is an increase of 15 399 or 105,7 % (Department of Education and Training, Annual Report, 1982: 170).

6.6.10 * Mabopane East Technikon

At the beginning of 1980 the first 48 students enrolled for a commerce-oriented course at the newly established Mabopane East Technikon (Department of Education and Training, Annual Report, 1980: 118 and 206).

6.6.11 Apprentice training and a commercial course at technical colleges

Besides the usual preservice training, apprentice training has also been provided by technikons since 1980, and at some of them an intensive commercial course as well. In fact this new arrangement also applies equally to institutions in the area administered by the Department of Education and Training (Department of Education and Training, Annual Report, 1980: 168).

6.6.12 Trade tests

As a result of rationalization in the Public Service the trade test division was transferred to the Department of National Education with effect from 1 June 1980. From this date all trade tests for Blacks have been the responsibility of the Central Trade Test Organisation at Olifantsfontein (Department of Education and Training, Annual Report, 1980: 178). A trade testing section was established in 1972 to test Blacks in terms of the Black Building Workers Act and to conduct artisan status tests for Blacks. Application for testing under the Black Building Workers Act of 1951, (BBW) is done through the Department of Manpower Utilisation which issues the

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* From 20 September 1984, known as the Northern Transvaal Technikon (approved by the Minister of Education and Training).

appropriate certificates to successful candidates. Applications for full artisan status tests are made direct to the Department of Education and Training. Certificates for these tests are issued by the Department concerned in each of the Black states. (Department of Education and Training, Information on trade training, technical training, advanced technical training, industrial training, February 1980: 6).

6.6.13 Republic of Transkei

The number of Senior Certificate and Matriculation Certificate candidates increased from 5 413 in 1979 to 7 631 in 1980, that is by 41,0 % (Republic of Transkei, Report of the Department of Education, 1 January 1980 to 31 December 1980: 1).

6.6.14 Republic of Bophuthatswana

The University of Bophuthatswana was officially opened at Mmabatho on 28 April 1980 with 227 students and a staff of 32 (BENSO, 1980: xvi; Republic of Bophuthatswana, Department of Education and Training, Annual Report, 1980: 10).

A school readiness programme was launched in six primary schools. The re-classification of schools into primary, middle and high schools, initiated in 1979, continued to take place (Republic of Bophuthatswana, Department of Education, Annual Report, 1980: 6).

6.6.15 Republic of Venda

Senior secondary pupil enrolment increased by 63,6 % (Republic of Venda, Department of Education, Annual Report, 1980: 2, Par. 1.5). Free textbooks were supplied to all secondary school pupils; how-

ever pupils had to purchase their own stationery and prescribed works (literature) for the three languages (Republic of Venda, Department of Education, Annual Report, 1980: 12, Paragraph 4.6).

6.7 1981

6.7.1 New regulations concerning the admission of pupils to Black schools administered by the Department of Education and Training

On 29 May 1981 Government Notice No. R. 1143 regarding the above matter was promulgated in terms of section 44 of the Education and Training Act (Act 90 of 1979). Regulation 2(2) of the Government Notice reads as follows: "No child who is younger than 72 full months (6 years) on 1 January of the year of admission shall be admitted to a school" (Government Gazette of the Repulic of South Africa, Vol. 191, No. 7598, Pretoria, 29 May 1981: 15). This amendment or new regulation amends the regulation referred to in Paragraph 6.3.1 above.

6.7.2 Compulsory education

Compulsory education was introduced with effect from January 1981 (Department of Education and Training, Annual Report, 1980: 8 and 142). This was the first phase in making school education for Black pupils compulsory on an experimental basis in certain areas. This programme was introduced in Sub A, extended to Sub B in 1982, to Standard 1 in 1983, and so on. This means that Standard 5 pupils would be involved in 1987. Only state and community schools are included in this arrangement, while state-aided schools (farm schools, mine schools, factory schools and scheduled schools) are excluded. The Sub A pupils included in the above-mentioned programme

receive free and approved stationery items, reading books and textbooks from the Department of Education and Training. At all schools where compulsory education has been introduced, the upgrading programme for primary education, including the school readiness programme for the first 12-15 weeks of the school year, must also be introduced in Sub A (also see Paragraphs 6.5.1 and 6.6.2 above). Children who are 6 years old in Sub A in 1981, must remain at school until they have passed Standard 5 or have reached the age of 16 years (Department of Education and Training, Prescriptions for introducing compulsory education, 1981: 1, 2, 3, 5 and 8; Department of Education and Training, Annual Report, 1981: 105 and 107).

6.7.3 Preprimary education

During 1981 the Department of Education and Training decided to become actively involved in preschool education by training female teachers for this purpose, drawing up an education programme for nursery schools and subsidizing nursery schools according to certain conditions (Department of Education and Training, Annual Report, 1981: 7, 9).

6.7.4 The extension of technical education

The Department of Education and Training established 12 new technical colleges within the "White" area of the Republic of South Africa (excluding the national states). These new colleges were accommodated in temporary facilities. Intensive commercial courses were also introduced at these colleges. The existing 16 technical centres presented orientation to approximately 23 000 Black pupils a week (Department of Education and Training, Annual Report, 1981: 7).

6.7.5 Mabopane East Technikon

(Known as the Northern Transvaal Technikon from 20 September 1984)

Eighteen different diploma courses were presented by the Mabopane East Technikon in 1981. In addition to these an instructor's training course for technnical teachers was introduced in 1982 (Department of Education and Training, Annual Report, 1981: 7).

6.7.6 The 1981/82 budget for Education and Training

In comparison with the previous financial year the 1981/82 budget increased by 52 %. Apart from renovating existing schools and erecting centres for practical subjects and other facilities, the completion of an estimated 3 000 new classrooms was achieved in the 1981/82 financial year. This must necessarily be conducive to synchronizing the creation of additional teaching posts and erecting additional classrooms (Department of Education and Training, Annual Report, 1981: 2 and 3).

The estimated expenditure for the 1981/82 financial year amounted to R369 748 000 for the Department of Education and Training alone. The following provision for capital is included in the above-mentioned amount:

Programme	Amount
Primary education	R32 050 000
Secondary education	R25 200 100
Tertiary education	R30 000 000
Vocational and trade training	R 4 100 000
Training for handicapped children	R 1 373 200
Teacher training	R 8 600 000
Ga-Rankuwa Hospital	R 5 103 000
Total	R106 426 300

(Department of Education and Training, Annual Report, 1981: 89 and 91).

6.7.7 Ciskei becomes a republic

On 4 December 1981 Ciskei became an independent republic and established its own independent education department (BENSO, 1981: xxiv).

6.7.8 Republic of Transkei

Since 1981 the nine teachers' training colleges situated in Transkei have no longer been administered by the Department of Education and Training and they became affiliated to the University of Transkei through the latter's Faculty of Education. The two-year teachers' training programme was extended to three years with a Matriculation Certificate or Senior Certificate as entrance requirement (Republic of Transkei, Report of the Department of Education, 1 January 1981 to 31 December 1981: 14). Enrolment at the University of Transkei increased from 900 in 1980 to 1 500 in 1981 (Republic of Transkei,

Report of The Department of Education, 1 January 1981 to 31 December 1981: 24).

6.7.9 Republic of Venda

With effect from 1981 all children who were older than six years were compelled to enrol for Grade 1 (Sub A). Free books and school material were supplied to all Grade 1 pupils. The primary school division extends from Grade 1 up to and including Standard 5. In comparison with the 1980 enrolment, secondary enrolment increased by 15,8 % in 1981. Free textbooks for all subjects were supplied to secondary school pupils. Since 1981 a Standard 10 certificate was an entrance requirement for all teachers' training courses (Republic of Venda, Department of Education, Annual Report, 1981: 10-17 and 25).

6.8 1982

6.8.1 Introduction

When the various divisions of Part I of the Department of Education and Training's Annual Report for 1982 are studied, it may be concluded that the most prominent feature of 1982 is the fact that the demand for education and training among Blacks by far exceeded the supply.

This increased tempo in the development of Black education made greater demands on various quarters concerned:

Firstly on the Department of Education and Training, to meet the educational needs of Blacks, and

secondly, the almost 40 000 teachers employed at Black schools

administered by the mentioned department to equip themselves better academically as well as professionally, especially those responsible for instructing secondary school pupils. It may be accepted that the same circumstance possibly also prevailed in the self-governing as well as in the independent states.

6.8.2 Measures taken

Acting on state authority the Department of Education and Training took the following measures in order to meet the demands.

(1) Measures for training education personnel (Department of Education and Training, Annual Report, 1982: 2)

. The existing teachers' training institutions were upgraded to fully fledged colleges of education with appropriate personnel structures.

. The entrance requirements of various post-Standard 10 teachers' training courses for the various school levels were raised:

* In respect of teacher training a decision was already taken in 1981 (Department of Education and Training, Annual Report 1981: 3) to accept the Standard 10 certificate as entrance requirement with effect from 1982 and to substitute the existing two-year teachers' training courses with three-year diploma courses. By 1980 almost 8 000 Black teachers were in possession of the Senior or Matriculation Certificate and in 1981 this number increased by approximately 2 000. From 1981 these teachers were given the opportunity to improve their professional education qualifications as well. Secondary

school teachers with a primary education qualification can obtain a junior secondary education diploma and secondary school teachers with a junior secondary certificate can obtain a senior secondary education diploma.

* With effect from 1982 the existing two-year Junior Secondary Teachers' course and the three-year Senior Secondary Teachers' course were replaced by new three-year Secondary Teachers' Diploma courses with a Standard 10 certificate as entrance requirement. In the course of this process the Department of Education and Training is phasing out all post-Standard 8 teachers' training courses as well as all two-year teachers' training courses. Most of the education departments of the national states are also phasing out these courses (Department of Education and Training, Annual Report, 1982: 70).

. The existing one-year specialization courses for teachers have been extended.

. The programme for furthering teacher training was transferred to the new Vista University:

The establishment of this university for Blacks was approved in 1981. This university is not campus bound and offers university training to local communities on a decentralized basis (Department of Education and Training, Annual Report, 1981: 5).

(2) Measures for the in-service training of serving teaching staff (Department of Education and Training, Annual Report, 1982: 4)

. The existing in-service training system for serving teachers,

involving the seven respective regions in the area outside the national states as decentralized in-service training programmes, the Department of Education and Training's central In-service Training Centre and the Education Adult Division, was expanded and co-ordinated.

- A series of education management courses for secondary school principals and departmental heads was launched on a regional basis by the head office of the Department of Education and Training and continued by the seven respective regions in the area outside the national states.

- A special in-service training programme for departmental heads of secondary schools comprising the topics, subject guidance and subject organization was offered by the Department of Education and Training's central In-service Training Centre at Mamelodi near Pretoria.

(3) Measures for providing physical facilities (Department of Education and Training, Annual Report, 1982: 6)

Owing to the realistic increase in available funds for the 1982/83 financial year, the existing shortage of accommodation for Black education has been markedly relieved under the administration of the Department of Education and Training:

- 36 new primary and 13 new secondary schools have been completed.

- 1 847 additional classrooms have been erected at existing schools.

- Building subsidies for farm schools were increased which resulted in more facilities for pupils.

- Subsidies to schools for handicapped children involved 10 different schools.

- The provision of furniture and textbooks eliminated existing backlogs.

(4) Measures for financing (Department of Education and Training, Annual Report, 1982: 46 and 48)

The financial provision of education services to Blacks in the Republic of South Africa (excluding the four independent states - Transkei, Bophuthatswana, Venda and Ciskei) is effected as follows:

- Budgeting for the area outside the national states, including universities, is effected by means of the Education and Training budgetary vote.

- The departments of education in every national state budget for their own needs themselves and obtain the funds from the Co-operation and Development budgetary vote.

- Budgeting for White skilled and education personnel assigned to do service in the national states, is effected by means of the Co-operation and Development budgetary vote.

From 1 April 1977 budgeting for providing capital for erecting buildings at universities, the Ga-Rankuwa Hospital and all government schools on SA Development Trust property is effected by means of the Education and Training budgetary vote.

From 1 April 1979 budgeting for the erection of community schools in the Black residential areas outside the national states is effected by means of the Education and Training budgetary vote.

Provision is made in the Education and Training budgetary vote for current and capital expenditure for the Ga-Rankuwa Hospital, which is a training facility for the Medical University of Southern Africa.

The estimated expenditure for 1982/83 amounted to R475 758 000. The provision of education services in respect of the national states was not included in this amount.

The following provision for capital expenditure was included in the above-mentioned amount:

Programme	2	Primary education	R39 176 000
	3	Secondary education	R48 783 100
	4	Tertiary education	R38 500 100
	5	Vocational and trade training	R 2 507 000
	6	Training for handicapped children	R 1 925 200
	7	Teacher training	R 9 101 000
	8	Ga-Rankuwa Hospital	R 4 200 000
			R144 192 400

(5) Measures for pupil education

Upgrading programme for primary education (Department of Education and Training, Annual Report, 1982: 64 and 66)

The above-mentioned programme, implemented in 1979, has already been introduced at 1 322 schools involving 532 460 pupils (also see Paragraphs 6.2.4 and 6.5.1).

. Individual teaching classes and level education (Department of Education and Training, Annual Report, 1982: 66)

The system of individual teaching classes and level education was introduced at 124 schools involving 3 100 pupils. There were 227 pupils in level education classes. The aim of this system is to solve pupils' scholastic problems and to return such pupils to the mainstream of normal instruction. Adapted introduction programmes are offered to the mentally handicapped. Sub A pupils who fail and are unable to benefit from normal education are allocated to level education classes for handicapped children with their parents' consent.

. Compulsory education (Department of Education and Training, Annual Report, 1982: 66)

At the beginning of 1981 compulsory education was introduced to schools at the request of their school committees (see Paragraph 6.7.2 above). Parents undertook to send their children to school up to the age of 16. The Department of Education and Training simultaneously undertook to provide such pupils with books, stationery and other normal facilities required for

instruction purposes. At that stage there were 40 394 Sub A, and 34 636 Sub B pupils in 237 schools involved in compulsory education.

In Table 2.4.1.1 of the Department of Education and Training's 1982 Annual Report the primary school enrolment for the various school categories is reflected. Some of the information has been extracted in order to compile Table 6.1.

TABLE 6.1

PUPILS INVOLVED IN COMPULSORY EDUCATION IN COMMUNITY SCHOOLS AS REQUESTED BY SCHOOL COMMITTEES: 1982

Standard	Community schools			All schools		
	Total enrolment	Pupils involved in compulsory education		Total enrolment	Pupils involved in compulsory education	
		Number	%		Number	%
Sub A	167 606	40 394	24,1	308 831	40 394	13,1
Sub B	145 759	34 636	23,8	249 368	34 636	13,9

Source: Department of Education and Training: Annual Report 1982 (Table 2.4.1.1).

. Differentiated education (Department of Education and Training, Annual Report, 1982: 68 and 70)

The Department gives constant attention to this aspect. Provision is made for the development of pupils' individual abilities and interests, as well as for career-oriented education which includes academic, technical, practical and commercial fields of study. Pupils are given guidance in choosing subjects, choosing

between Higher Grade and Standard Grade subjects, as well as in choosing a career.

- Technical education and trade training (Department of Education and Training, Annual Report, 1982: 80-90)

  During 1982 there were 17 technical colleges in the Republic of South Africa (excluding the national states) and 12 technical colleges/institutes in five self-governing states (KwaZulu (5), Qwaqwa (1), KaNgwane (1), Lebowa (4), Gazankulu (1)). A total of 2 293 candidates were trained in the various fields of trade.

The establishment of technical centres contributed considerably to the technical orientation of thousands of Black pupils. Although the pupils' attendance at these centres is voluntary, the information in Table 6.2 illustrates the actual extent of their interest in the technical field.

The information provided in the foregoing Paragraphs 6.8.1 and 6.8.2 confirms the fact that diversification has become an exceptionally high priority for the Department of Education and Training, on the one hand to offer Black pupils opportunities to develop their particular abilities, aptitudes and interests to the fullest extent, and on the other hand to constantly create and develop a greater variety of fields of study and vocational training for Black pupils (Department of Education and Training, Annual Report, 1982: 6).

TABLE 6.2

PUPILS INVOLVED IN A TECHNICAL ORIENTATION COURSE IN STANDARDS 5 TO 8 IN 1980, 1981 AND 1982 (FOR THE DEPARTMENT OF EDUCATION AND TRAINING ONLY)

Year	Pupil enrolment in Standards 5 to 8			Pupils taking technical orientation course			% increase on 1980
	Boys	Girls	Total	Total	% of total number of boys	% of total enrol-ment	
1980	131 763	159 306	291 069	19 373	14,7	6,7	-
1981	136 557	165 390	301 947	23 300	17,1	7,7	20,3
1982	143 570	174 470	318 040	30 884	21,5	9,7	59,4

Note Only boys take the technical orientation course.

Sources: Department of Education and Training: Annual Reports 1980, 1981, 1982 (Tables 3.3.2 and 3.3.7).

6.8.3 Co-ordination in providing education services to Blacks within the Republic of South Africa (excluding the national states), the self-governing national states and the independent states (White Paper for the Provision of Education in the Republic of South Africa, 1983: Paragraph 4.8: 14)

In order to achieve co-ordination in the provision of education services to Blacks by means of planning and allocating funds, the Cabinet of the Republic of South Africa in 1982 gave consideration to appropriating funds for Black education in the Republic of South Africa (excluding the national states), the self-governing national states and the independent states. The principle that applied here was that the development of serious disparities in the provision of

education in the various national states had to be avoided at all costs.

In terms of a Cabinet decision in 1982 the Department of Education and Training was assigned the responsibility

firstly of co-ordinating the education budgets of the various self-governing national states and co-ordinating the budget in respect of education services for Blacks outside the national states, and

secondly of providing as much as possible assistance and advice in the field of education, to the national states.

The Department of Education and Training was furthermore instructed to submit recommendations to the Treasury regarding the appropriation of funds for education aid programmes in the national states. These voted funds would still, as in the past, be appropriated for the national states via the Department of Co-operation and Development.

In the same 1982 Cabinet decision it was explicitly stipulated that in the above process of co-ordinating, assisting and providing advice, the autonomy of the various education departments of the national states may not be affected.

6.9 1983

6.9.1 The Republic of South Africa (excluding the national states)

In the introduction of the 1983 Annual Report of the Department of Education and Training, it is emphasized once again that

- demographic, economic, cultural, social, socio-economic and political factors, and the additional interaction between these, do exist and that these determine the course of action of the Department of Education and Training;

- the age distribution of the Black population and its high growth rate create extremely important spheres of influence on education provisioning;

- the explosion of the number of pupils and the increased demand for education, especially at senior secondary level, must be borne in mind, and

- the tremendous shortage of qualified education personnel, the heavy demand for physical accommodation and the lack of adequate funds are extremely important factors which seriously affect the development of Black education (pp. 3-7).

6.9.2 The national states

However it should also be accepted that all the above-mentioned influences are also valid for Black education in the six self-governing states and in the four independent states.

6.9.3 Transkei

The University of Transkei's 1982 student enrolment increased by 24 % to 2 281 students (1 323 full time and 958 part time) (Republic of Transkei, Education, Annual Report 1983: 48).

6.9.4 Venda

In 1983 the University of Venda opened its doors to 799 students,

eight lecturers and 13 administrative personnel members; 180 of the students were admitted to the hostels (Republic of Venda, Department of Education, Annual Report 1983: 128).

CHAPTER 7

STATISTICS ON BLACK EDUCATION WITH REFERENCE TO PUPILS/STUDENTS, TEACHERS/LECTURERS AND CLASSROOMS FOR THE PERIOD 1960 TO 1983

7.1 INTRODUCTION

Against the foregoing historical background and the brief survey of the development of Black education for the period 1960 to 1983, tables and diagrams in respect of Black education as a whole, for the same period 1960 to 1983, are provided in this chapter.

The following are illustrated in the tables and diagrams:

- How pupil/student enrolment for the various types of education (primary education, secondary education, teacher training, technikon training, technical college and vocational training and special education) changed and increased during this period;

- the composition of teaching staff according to certain age groups for the various years and what the current situation is in this regard;

- the classification of teachers for this period according to institutional control and remuneration;

- what features are revealed by the statistics of teachers according to qualifications (academic and professional) and the type of instruction in the course of these years;

- how the situation with respect to the provision of classrooms has developed and how it compares with the pupil/student enrolment and the figures for serving teachers for particular years.

7.2 STATISTICS ON PUPIL/STUDENT ENROLMENT FOR THE PERIOD 1960 TO 1983

The enrolment is reflected in Table 7.1 in terms of type of instruction and sexes, for 1960, 1965, 1970 and for every year during the period 1975 to 1983. Figures in respect of primary education (Sub A to Standard 5), secondary education (Standards 6 to 10), teacher training, *technikon training, technical college and vocational training, unclassified and special education are reflected separately.

Comments on Table 7.1 appear below:

- The total enrolment increased from 1,5 million in 1960 to 5,6 million pupils/students in 1983; this is a 270,7 % increase in 23 years, or an increase of 11,8 % a year. This yields a combined growth rate of 5,9 % a year.

- In 1970 slightly more males than females were enrolled at the relevant educational institutions, but since 1975 the number of females has slightly exceeded that of males.

- In 1960 96,4 % of the total enrolment occurred in primary classes. In 1983 this percentage decreased to 81,4 %, while secondary pupil enrolment increased from 3,2 % in 1960 to 17,9 % in 1983. As compulsory education is introduced accumulatively at primary level in the future, it may be accepted that the percentage of primary school pupils' enrolment will not actually be affected.

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* Prior to 1982 the term advanced technical training was used instead of technikon training.

TABLE 7.1

PUPIL/STUDENT ENROLMENT ACCORDING TO TYPE OF INSTRUCTION AND SEX: 1960 TO 1983 (EXCLUDING UNIVERSITIES)

Type of instruction	Year	Male	Female	Total	%
	*1983				
Primary education		*	*	4 547 347	81,4
Secondary education		*	*	1 000 117	17,9
Teacher training		*	*	20 752	0,4
Technikon training		1 132	364	1 496	0,0
Technical college and vocational training		*	*	8 213	0,2
Unclassified					
Special education		*	*	4 581	0,1
Total enrolment		*	*	5 582 506	100,0
%				100,0	
	**1983				
Primary education		1 847 092	1 823 882	3 670 974	81,1
Secondary education		378 258	447 703	825 961	18,3
Teacher training		7 639	10 671	18 310	0,4
Technikon training		1 132	364	1 496	0,0
Technical college and vocational training		4 513	1 390	5 903	0,1
Unclassified					
Special education		2 143	1 638	3 781	0,1
Total enrolment		2 240 777	2 285 648	4 526 425	100,1
%		49,5	50,5	100,0	
	*1982				
Primary education		*	*	4 394 592	82,3
Secondary education		*	*	914 311	17,1
Teacher training		*	*	18 992	0,4
Technikon training		*	*	1 206	0,0
Technical college and vocational training		*	*	5 512	0,1
Unclassified					
Special education		*	*	4 113	0,1
Total enrolment		*	*	5 338 726	100,0
%				100,0	
	**1982				
Primary education		1 778 682	1 764 154	3 542 836	82,2
Secondary education		340 708	402 929	743 637	17,2
Teacher training		6 178	10 143	16 321	0,4
Technikon training		964	242	1 206	0,0
Technical college and vocational training		3 296	1 163	4 459	0,1
Unclassified					
Special education		1 978	1 459	3 437	0,1
Total enrolment		2 131 806	2 180 090	4 311 896	100,0
%		49,4	50,6	100,0	
	1981				
Primary education		2 110 898	2 104 840	4 215 738	83,1
Secondary education		371 341	457 973	829 314	16,3
Teacher training		7 838	13 873	21 711	0,4
Technikon training		673	167	840	0,0
Technical college and vocational training		3 707	848	4 555	0,1
Unclassified		13	0	13	0,0
Special education		*1 569	*1 120	*2 689	0,1
Total enrolment		2 496 039	2 578 821	5 074 860	100,0
%		49,2	50,8	100,0	

TABLE 7.1 (continued)

Type of instruction	Year	Male	Female	Total	%
	1980				
Primary education		2 039 479	2 027 600	4 067 079	83,5
Secondary education		351 096	422 710	773 806	15,9
Teacher training		7 962	14 059	22 021	0,5
Technikon training		498	106	604	0,0
Technical college and vocational training		3 681	388	4 069	0,1
Unclassified		0	176	176	0,0
Special education		*1 089	*809	*1 898	0,0
Total enrolment		2 403 805	2 465 848	4 869 653	100,0
%		49,4	50,6	100,0	
	1979				
Primary education		1 960 493	1 943 092	3 903 585	84,5
Secondary education		314 027	376 900	690 927	14,9
Teacher training		7 402	13 558	20 960	0,5
Technikon training		377	88	465	0,0
Technical college and vocational training		3 681	501	4 182	0,1
Unclassified		10	313	323	0,0
Special education		1 110	801	1 911	0,0
Total enrolment		2 287 100	2 335 253	4 622 353	100,0
%		49,5	50,5	100,0	
	1978				
Primary education		1 857 878	1 845 280	3 703 158	85,2
Secondary education		278 722	336 352	615 074	14,2
Teacher training		6 961	13 212	20 173	0,5
Technikon training		338	71	409	0,0
Technical college and vocational training		3 818	468	4 286	0,1
Unclassified		215	610	825	0,0
Special education		1 327	1 041	2 368	0,0
Total enrolment		2 149 259	2 197 034	4 346 293	100,0
%		49,5	50,5	100,0	
	1977				
Primary education		1 786 463	1 770 321	3 556 784	86,1
Secondary education		247 626	297 905	545 531	13,2
Teacher training		7 017	12 166	19 183	0,5
Technikon training		354	126	480	0,0
Technical college and vocational training		3 503	516	4 019	0,1
Unclassified		167	549	716	0,0
Special education		1 211	958	2 169	0,1
Total enrolment		2 046 341	2 082 541	4 128 882	100,0
%		49,6	50,4	100,0	
	1976				
Primary education		1 715 556	1 699 357	3 414 913	87,6
Secondary education		211 340	245 790	457 130	11,7
Teacher training		7 269	10 804	18 073	0,5
Technikon training		381	91	472	0,0
Technical college and vocational training		3 461	619	4 080	0,1
Unclassified		232	435	667	0,0
Special education		1 125	870	1 995	0,1
Total enrolment		1 939 364	1 957 966	3 897 330	100,0
%		49,8	50,2	100,0	

TABLE 7.1 (continued)

Type of instruction	Year	Male	Female	Total	%
	1975				
Primary education		1 695 725	1 683 148	3 378 873	90,8
Secondary education		146 936	171 632	318 568	8,6
Teacher training		5 823	9 740	15 563	0,4
Technikon training		291	82	373	0,0
Technical college and vocational training		3 469	765	4 234	0,1
Unclassified		187	432	619	0,0
Special education		1 048	777	1 825	0,1
Total enrolment		1 853 479	1 866 576	3 720 055	100,0
%		49,8	50,2	100,0	
	1970				
Primary education		1 314 153	1 299 336	2 613 489	95,1
Secondary education		57 706	64 783	122 489	4,5
Teacher training		3 159	4 389	7 548	0,3
Technikon training		176	0	176	0,0
Technical college and vocational training		2 846	630	3 476	0,1
Unclassified					
Special education		854	618	1 472	0,0
Total enrolment		1 378 894	1 369 756	2 748 650	100,0
%		50,2	49,8	100,0	
	1965				
Primary education		*	*	1 882 972	96,2
Secondary education		*	*	66 568	3,4
Teacher training		*	*	4 548	0,2
Technikon training					
Technical college and vocational training		*	*	2 730	0,1
Unclassified					
Special education		*	*	1 018	0,1
Total enrolment		*	*	1 957 836	100,0
%		*	*	100,0	
	1960				
Primary education		*	*	1 452 246	96,4
Secondary education		*	*	47 598	3,2
Teacher training		*	*	4 292	0,3
Technikon training					
Technical college and vocational training		*	*	1 734	0,1
Unclassified		*	*	164	0,0
Special education					
Total enrolment		*	*	1 506 034	100,0
%		*	*	100,0	

1983: * Information for Transkei unknown, only totals are known.
** Excluding Ciskei and Transkei.
1982: * Information for Ciskei and Transkei unknown. Only totals are known.
** Excluding Ciskei and Transkei.
1981: * Excluding Transkei (information unknown).
1980: * Excluding Transkei (information unknown).
1965: * Information unknown.
1960: * Information unknown.

Note The term advanced technical training was used before 1982 instead of technikon training.

Sources: Department of Education and Training: Annual Report 1977-1983.
Department of Bantu Education: Annual Report 1961, 1965, 1970, 1975-1976.
Republic of Bophuthatswana: Department of Education: Annual Reports 1978-1983.
Republic of Ciskei: Department of Education: Annual Reports 1982-1983.
Republic of Transkei: Department of Education: Annual Reports 1976-1983.
Department of National Education: SANSO 202 Report: 1979.
Republic of Venda: Department of Education: Annual Reports 1980-1983.

- The percentage of teacher training students increased from 0,3 % in 1960 to 0,5 % in 1978, after which it gradually decreased to 0,4 % of the total enrolment in 1983.

- In respect of technical college and vocational training it is noticeable that this percentage of the total pupil enrolment is extremely low throughout and that it decreased from 1960 to 1980, after which it increased slightly. The figures for males exceed the figures for females throughout. The same manifestation regarding the sexes obtains for technikon training.

The relevant education departments will have to pay attention to the fact that too few Blacks are trained in the field of technical training. According to an article entitled "Neem kennis van die 5,3 miljoen (S)wartes op skool" which appeared in the October 1983 issue of Tegniek (p. 48) not enough is being done at Black schools to impress the value and place of technical training upon Black pupils, and at Black universities too much stress is laid upon the humanities. Urgent attention will have to be given to this issue in view of the acute shortage of technicians in Southern Africa.

Many more facilities for vocationally directed education are required for girls as well as for boys. Although the education authorities are indeed aware of the fact that technical training requires great capital and implementation expenditure, it is, however, exceedingly necessary and desirable for career-oriented education to receive more attention in the immediate future.

Comments on Table 7.2:

- In this table an attempt is made to draw a comparison between

TABLE 7.2

COMPARISON BETWEEN ACTUAL AND POTENTIAL SCHOOL POPULATION FOR 1960, 1970 AND 1980

Item description		Age interval	1960	1970	1980
Total Black population		Whole spectrum	10 915 525	14 823 932	20 886 270
		0 - 4 years	1 692 950	2 403 186	3 323 544
		% of total population	15,5	16,2	15,9
		0 - 19 years	5 549 174	8 197 122	10 967 749
		% of total population	50,8	55,3	52,5
		15 - 19 years	1 035 118	1 548 967	2 226 677
		% of total population	9,5	10,5	10,7
Potential school population	A	15 - 19 years	3 856 224	5 793 936	7 644 205
		% of total population	35,3	39,1	36,6
	B	5 - 14 years	2 821 106	4 244 969	5 417 528
		% of total population	25,8	28,6	25,9
Actual school population		Below 7 to 22+ years	1 506 034	2 748 650	4 869 653
		% of total population	13,8	18,5	23,3
		% of potential school population A	39,1	47,4	63,7
		Below 7 to 14 years	1 293 572	2 293 572	3 784 749
		% of total population	11,9	15,5	18,1
		% of potential school population B	45,9	54,0	69,9

Sources:
- Tables 3.1; 3.2; 3.3 of Part 1 of this series (Comparative statistics).
- Department of Bantu Education: Annual Report 1961.
- Department of Bantu Education: Annual Report 1971.
- Department of Education and Training: Annual Report 1980.

the actual and potential school population for the years 1960, 1970 and 1980.

. The two age intervals, 5-19 years and 5-14 years, are used for the following reasons:

- In available population census returns only five-year age intervals are used.

- The abovementioned two age intervals could easily be compiled from the population census returns.

- The combined age intervals are the nearest intervals that could be used for education statistics purposes.

- Since a reasonably large number of Blacks over the age of 14 still attend school, the 5-19 year interval is used.

According to Table 7.2 there is an increase in the potential school population of 5-19 years as a percentage of the total population for 1960 to 1970, but a decrease for 1970 to 1980. The same trend is noticeable in the potential school population of 5-14 years, but on a smaller scale.

The two age intervals below 7 to 22+ years and below 7 to 14 years were used for the actual Black school population. The reasons are twofold, namely

. in the Department of Education and Training's annual reports the below 7 years; 7 years; and for each year thereafter up to and including 22 years and older are used (Department of Education and Training, Annual Report 1982: 208), and

. because these two intervals are the closest to the abovementioned two age intervals for the population census returns.

Both the age intervals for the actual school population, but especially the one for below 7 to 14 years are conservative counts in comparison with the intervals of the population census returns. These, however, are the most acceptable figures that can be used.

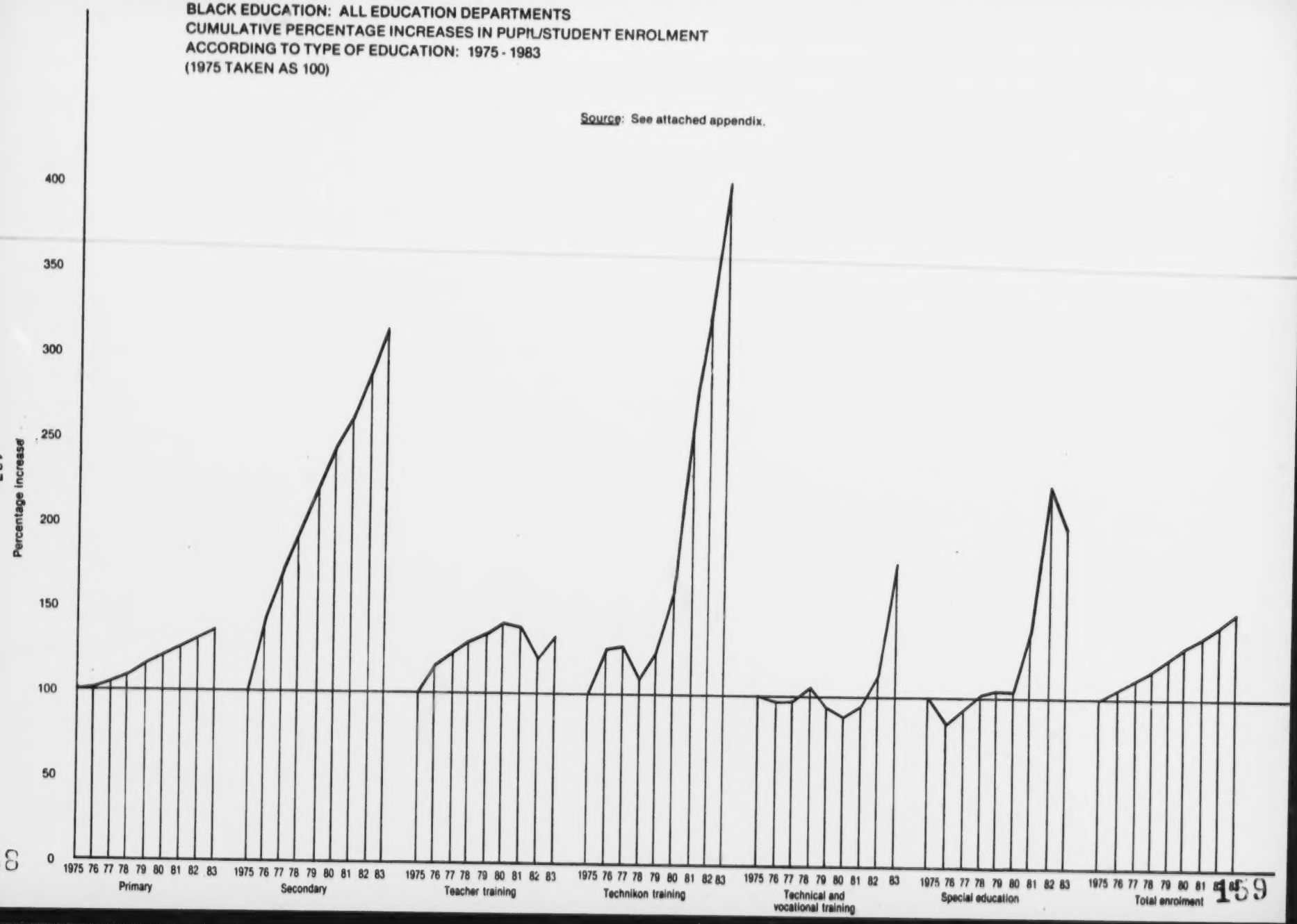
In respect of the actual school population in the below 7 to 22+ years and below 7 to 14 years age groups as percentages of the total population, there are increases for both the 1960 to 1970 and the 1970 to 1980 periods, but these are far greater than the increases for the two 5 to 19 years and 5 to 14 years potential school population groups.

According to Table 7.2 in 1980 there was a Black potential school population in the 5 to 14 year age group of 5 417 528 children of whom 3 784 749 or 69,9 % were at school. As compulsory education is accumulatively introduced into primary schools this percentage will increase annually as a result of which illiteracy among Blacks will be reduced.

Diagrams 7.1, 7.2, 7.3 and 7.4 provide graphic representations of the total pupil/student enrolment of all Black education departments according to type of instruction for various periods between 1960 and 1983. The various types of instruction which are dealt with are primary education, secondary education, teacher training, technikon training (prior to 1982 known as advanced technical education), technical college and vocational training and special education.

DIAGRAM 7.1
BLACK EDUCATION: ALL EDUCATION DEPARTMENTS
CUMULATIVE PERCENTAGE INCREASES IN PUPIL/STUDENT ENROLMENT
ACCORDING TO TYPE OF EDUCATION: 1975 - 1983
(1975 TAKEN AS 100)

Source: See attached appendix.



APPENDIX TO DIAGRAM 7.1

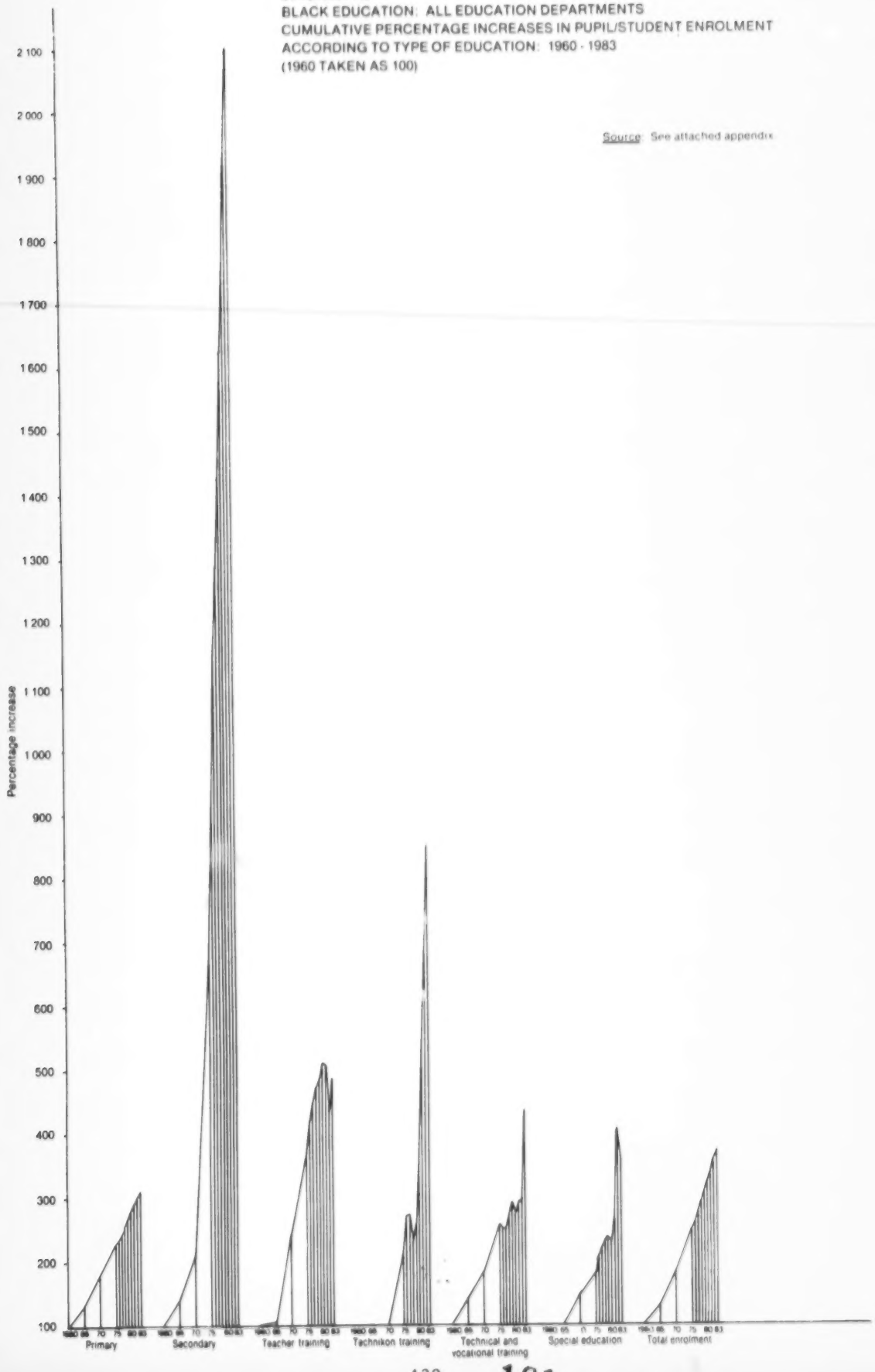
CUMULATIVE PERCENTAGE INCREASES IN PUPIL/STUDENT ENROLMENT ACCORDING TO TYPE OF INSTRUCTION: 1975 - 1982 (1975 TAKEN AS 100)

Year	Primary (ordinary)	Secondary	Teacher training	Technikon training	Technical and vocational training & other	Special education	Total enrolment
1983	134,6 4 547 347	313,9 1 000 117	133,3 20 752	401,1 1 496	169,2 8 213	251,0 4 581	150,1 5 582 506
1982	130,1 4 394 592	287,0 914 311	122,0 18 992	323,3 1 206	113,6 5 512	225,4 4 113	143,5 5 338 726
1981	124,8 4 215 738	260,3 829 314	139,5 21 711	225,2 840	94,1 4 568	*147,3 2 689	136,4 5 074 860
1980	120,4 4 067 079	242,9 773 806	141,5 22 021	161,9 604	87,5 4 245	*104,0 1 898	130,9 4 869 653
1979	115,5 3 903 585	216,9 690 927	134,7 20 960	124,7 465	92,8 4 505	104,7 1 911	124,3 4 622 353
1978	109,6 3 703 158	193,1 615 074	129,6 20 173	109,7 409	105,3 5 111	129,8 **2 368	116,8 4 346 293
1977	105,3 3 556 784	171,2 545 531	123,3 19 183	128,7 480	97,6 4 735	118,8 **2 169	111,0 4 128 882
1976	101,1 3 414 913	143,5 457 130	116,1 18 073	126,5 472	97,8 4 747	109,3 **1 995	104,8 3 897 330
1975	100 3 378 873	100 318 568	100 15 563	100 373	100 4 853	100 1 825	100 3 720 055

Sources: Tables 3.1 and 7.1.
* Transkei excluded (unknown).
** Transkei included.

DIAGRAM 7.2
BLACK EDUCATION: ALL EDUCATION DEPARTMENTS
CUMULATIVE PERCENTAGE INCREASES IN PUPIL/STUDENT ENROLMENT
ACCORDING TO TYPE OF EDUCATION: 1960 - 1983
(1960 TAKEN AS 100)

Source: See attached appendix



APPENDIX TO DIAGRAMS 7.2 AND 7.3

CUMULATIVE PERCENTAGE INCREASES IN PUPIL/STUDENT ENROLMENT ACCORDING TO TYPE OF INSTRUCTION: 1960 - 1983 (1960 TAKEN AS 100)

Year	Primary (ordinary)	Secondary	Teacher training	Technikon training	Technical and vocational training & other	Special education	Total enrolment
1983	313,1 4 547 347	2 101,2 1 000 117	483,5 20 752	850,0 1 496	432,7 8 213	450,0 4 581	370,7 5 582 506
1982	302,6 4 394 592	1 920,9 914 311	442,5 18 992	685,2 1 206	290,4 5 512	404,0 4 113	354,5 5 338 726
1981	290,3 4 215 738	1 742,3 829 314	505,8 21 711	477,3 840	240,7 4 568	264,1 2 689	337,0 5 074 860
1980	280,1 4 067 079	1 625,7 773 806	513,1 22 021	343,2 604	223,7 4 245	186,4 *1 898	323,3 4 869 653
1979	268,8 3 903 585	1 451,6 690 927	488,4 20 960	264,2 465	237,4 4 505	187,7 *1 911	306,9 4 622 353
1978	255,0 3 703 669	1 292,2 615 074	470,0 20 173	232,4 409	269,3 5 111	182,4 *1 857	288,6 4 346 293
1977	245,0 3 557 265	1 146,1 545 531	446,9 19 183	272,7 480	249,5 4 735	165,8 *1 688	274,2 4 128 882
1976	235,2 3 415 356	960,4 457 130	421,1 18 073	268,2 472	250,1 4 747	152,5 *1 552	258,8 3 897 330
1975	232,7 3 378 873	669,3 318 568	362,6 15 563	211,9 373	255,7 4 853	179,3 1 825	247,0 3 720 055
1970	180,0 2 613 489	257,3 122 489	175,9 7 548	100 176	183,1 3 476	144,6 1 472	182,5 2 748 650
1965	129,7 1 882 972	139,9 66 568	106,0 4 548		143,8 2 730	100,0 1 018	130,0 1 957 836
1960	100 1 452 246	100 47 598	100 4 292		100 1 898		100 1 506 034

Source: Table 3.1.

* Excluding Transkei.

DIAGRAM 7.3
BLACK EDUCATION: ALL EDUCATION DEPARTMENTS
PUPIL/STUDENT ENROLMENT ACCORDING TO TYPE OF EDUCATION: 1960 - 1983

Source: See attached appendix

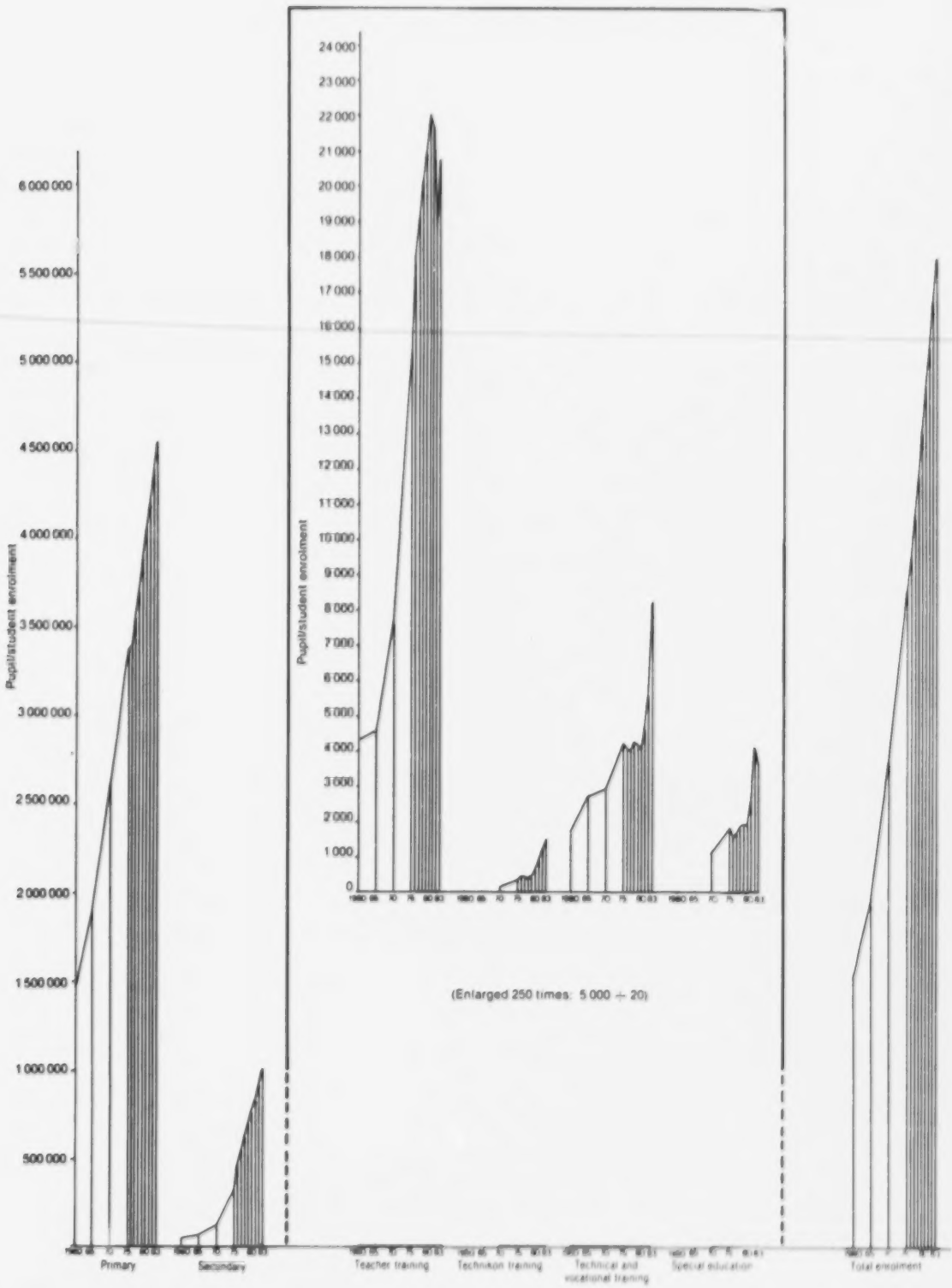
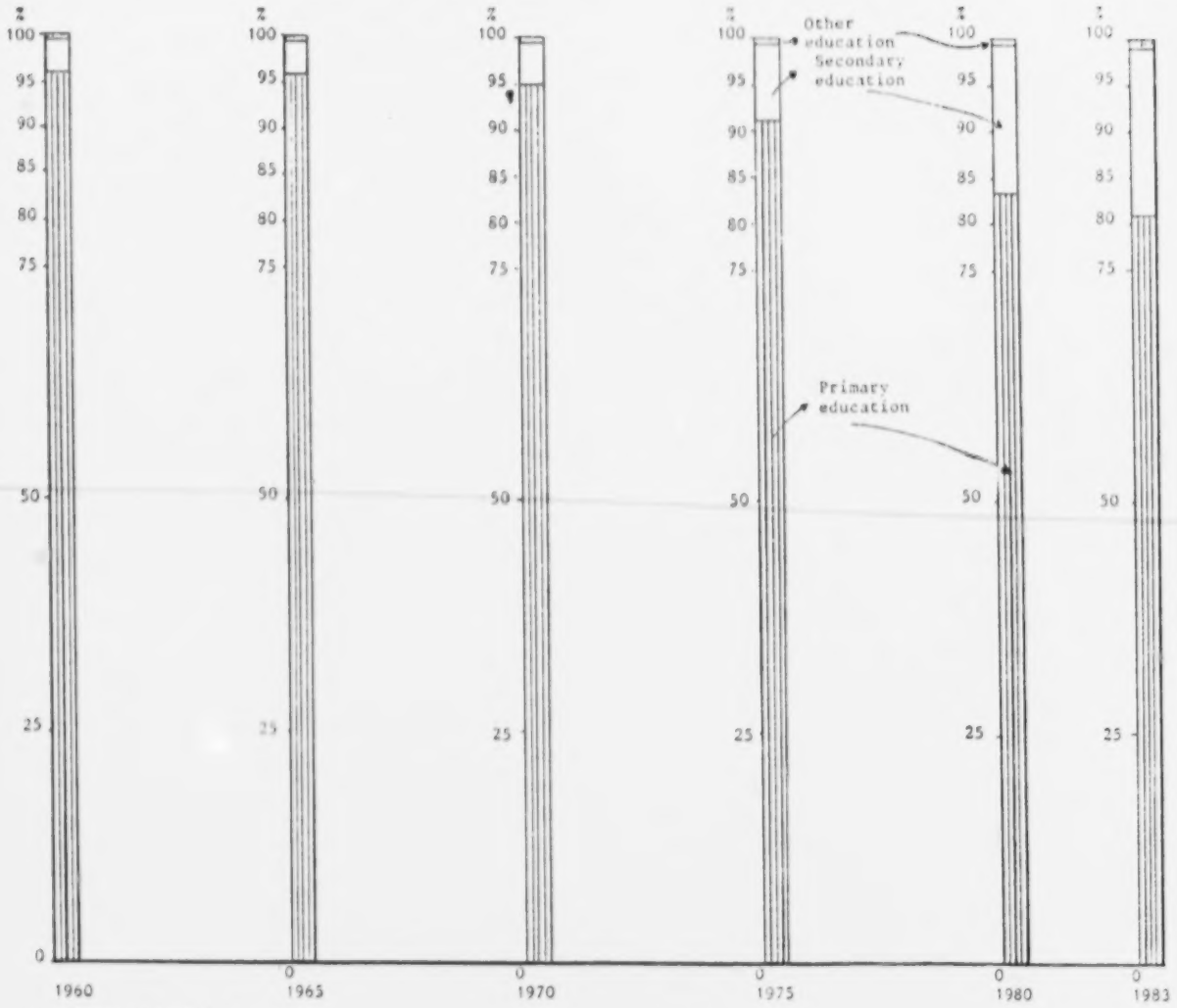


DIAGRAM 7.4

BLACK EDUCATION: ENROLMENT ACCORDING TO PRIMARY AND SECONDARY EDUCATION: 1960 TO 1983



Source: Table 7.1.

7.3 STATISTICS ON TEACHERS IN CERTAIN AGE GROUPS FOR THE PERIOD 1961 TO 1983

Information is provided for 1961, 1965, 1970 and for every year from 1975 to 1983. No figures are available for 1960.

No information is available for Transkei and Venda according to the determination age groups up to 29 years, 30 to 39 years, 40 to 49 years and 60 years and older; only the grand total of teachers employed by these two education departments is given. Each age group is furthermore subdivided according to sex, the number of Black teachers, the number of White teachers and the combined number of Black and White teachers. The percentage is calculated according to the sexes and for each fixed age group.

Tables 7.3 and 7.4 were compiled for all the various education departments responsible for Black education in general. Since the national states obtained self-government and/or independence on different dates, no information is available for the states concerned before certain dates. As the national states developed constitutionally, the mother department of education for Blacks continued to exist prior to 8 February 1978 as the Department of Black Education and thereafter as the Department of Education and Training (Government Gazette 5 887 of 24 February 1978, Notice No. 300).

Comments on Table 7.3:

From 1961 the total number of teachers (Black and White) increased from 27 828 to 132 086 in 1983, that is a percentage increase of 374,7 % in 22 years or an increase of 17,0 % a year since 1961. According to the comments on Table 7.1 the increase of pupils was

TABLE 7.3

TEACHERS EMPLOYED IN BLACK EDUCATION ACCORDING TO AGE GROUP AND SEX: 1961 TO 1983 (EXCLUDING UNIVERSITIES)

Age group	Sex	Blacks	Whites	Total	
		N	N	N	%
1983 . Excluding Bophuthatswana, Ciskei, Transkei, Venda. . Primary and secondary education only.					
Up to 29 years	M	15 620	72	15 692	17,5
	F	31 684	138	31 822	35,5
	T	47 304	210	47 514	53,0
30-39 years	M	8 613	96	8 709	9,7
	F	15 639	113	15 752	17,6
	T	24 252	209	24 461	27,3
40-49 years	M	2 475	94	2 569	2,9
	F	7 209	75	7 284	8,1
	T	9 684	169	9 853	11,0
50-59 years	M	2 619	68	2 687	3,0
	F	3 809	32	3 841	4,2
	T	6 424	100	6 528	7,2
60+ years	M	756	47	803	0,9
	F	553	30	583	0,6
	T	1 309	77	1 386	1,5
GRAND TOTAL A	M	30 083	377	30 460	34,0
	F	58 894	388	59 282	66,0
	T	88 977	765	89 742	100,0
1983 . Excluding Bophuthatswana, Ciskei, Transkei, Venda. . All types of education (special and adult education excluded).					
GRAND TOTAL B	M	30 478	1 018	31 496	34,4
	F	59 287	737	60 024	65,6
	T	89 765	1 755	91 520	100,0
1983 . Excluding Ciskei, Transkei, Venda. . Excluding special education and adult education for the Department of Education and Training and for the self-governing states.					
GRAND TOTAL C	M	34 745	1 172	35 917	34,8
	F	66 321	875	67 196	65,2
	T	101 066	2 047	103 113	100,0
1983 . Excluding Ciskei, Transkei, Venda. . All types of education.					
GRAND TOTAL D	T	101 386	2 096	103 482	100,0

TABLE 7.3 (continued)

Age group	Sex	Blacks	Whites	Total	
		N	N	N	%
1983 . Excluding special education and adult education for the Department of Education and Training and for the self-governing states.					
GRAND TOTAL E	M F T	- - -	- - -	45 233 86 484 131 717	34,3 65,7 100,0
1983 . All types of education.					
GRAND TOTAL F	T	-	-	132 086	100,0
1982 . Excluding Ciskei, Transkei, Venda. . All types of education.					
Up to 29 years	M F T	16 408 32 758 49 166	127 231 358	16 535 32 989 49 524	17,5 34,8 52,3
30-39 years	M F T	8 834 15 792 24 626	258 192 450	9 092 15 984 25 076	9,6 16,9 26,5
40-49 years	M F T	3 007 8 043 11 050	285 159 444	3 292 8 202 11 494	3,5 8,6 12,1
50-59 years	M F T	2 946 3 876 6 822	156 81 237	3 102 3 957 7 059	3,3 4,2 7,5
60+ years	M F T	833 509 1 342	97 62 159	930 571 1 501	1,0 0,6 1,6
GRAND TOTAL A	M F T	32 028 60 978 93 006	923 725 1 648	32 951 61 703 94 654	34,9 65,1 100,0
1982 . All Black education. . All types of education.					
GRAND TOTAL B	M F T	- - -	- - -	41 768 79 044 120 812	34,6 65,4 100,0

TABLE 7.3 (continued)

Age group	Sex	Blacks	Whites	Total	
		N	N	N	%
1981 . Excluding Transkei, Venda. . All types of education.					
Up to 29 years	M	16 737	114	16 851	17,7
	F	32 835	181	33 016	34,7
	T	49 572	295	49 867	52,4
30-39 years	M	8 652	215	8 867	9,3
	F	15 700	183	15 883	16,7
	T	24 352	398	24 750	26,0
40-49 years	M	3 297	250	3 547	3,7
	F	8 161	123	8 284	8,7
	T	11 458	373	11 831	12,4
50-59 years	M	3 053	135	3 188	3,4
	F	3 888	79	3 967	4,2
	T	6 941	214	7 155	7,6
60+ years	M	832	98	930	1,0
	F	525	64	589	0,6
	T	1 357	162	1 519	1,6
GRAND TOTAL A	M	32 569	812	33 381	35,1
	F	61 109	630	61 739	64,9
	T	93 678	1 442	95 120	100,0
1981 . All Black education. . All types of education.					
GRAND TOTAL B	T	?	?	113 333	100,0
1980 . Excluding Transkei, Venda. . All types of education.					
Up to 29 years	M	15 773	98	15 871	18,7
	F	28 873	141	29 014	34,2
	T	44 646	239	44 885	52,9
30-39 years	M	7 176	184	7 360	8,7
	F	13 292	162	13 454	15,8
	T	20 468	346	20 814	24,5
40-49 years	M	3 527	242	3 769	4,4
	F	7 744	111	7 855	9,3
	T	11 271	353	11 624	13,7
50-59 years	M	2 861	120	2 981	3,5
	F	3 326	75	3 401	4,0
	T	6 187	195	6 382	7,5

TABLE 7.3 (continued)

Age group	Sex	Blacks	Whites	Total	
		N	N	N	%
60+ years	M	705	70	775	0,9
	F	385	49	434	0,5
	T	1 090	119	1 209	1,4
GRAND TOTAL A	M	30 042	714	30 756	36,2
	F	53 620	538	54 158	63,8
	T	83 662	1 252	84 914	100,0
1980 . All Black education. . All types of education.					
GRAND TOTAL B	T	?	?	103 165	100,0
1979 . Excluding Transkei. . All types of education.					
Up to 29 years	M	16 070	89	16 159	19,8
	F	27 040	141	27 181	33,3
	T	43 110	230	43 340	53,1
30-39 years	M	6 645	172	6 817	8,4
	F	12 428	140	12 568	15,4
	T	19 073	312	19 385	23,8
40-49 years	M	3 876	232	4 108	5,0
	F	7 440	90	7 530	9,3
	T	11 316	322	11 638	14,3
50-59 years	M	2 759	116	2 875	3,5
	F	3 032	79	3 111	3,8
	T	5 791	195	5 986	7,3
60+ years	M	727	60	787	1,0
	F	384	58	442	0,5
	T	1 111	118	1 229	1,5
GRAND TOTAL A	M	30 077	669	30 746	37,7
	F	50 324	508	50 832	62,3
	T	80 401	1 177	81 578	100,0
1979 . All Black education. . All types of education.					
GRAND TOTAL B	T	?	?	96 308	100,0

TABLE 7.3 (continued)

Age group	Sex	Blacks	Whites	Total	
		N	N	N	%
1978 . Excluding Transkei. . All types of education.					
Up to 29 years	M	14 812	48	14 860	19,9
	F	24 443	96	24 539	32,8
	T	39 255	144	39 399	52,7
30-39 years	M	5 779	157	5 936	7,9
	F	11 434	119	11 553	15,4
	T	17 213	276	17 489	23,3
40-49 years	M	4 104	199	4 303	5,8
	F	6 907	77	6 984	9,3
	T	11 011	276	11 287	15,1
50-59 years	M	2 553	101	2 654	3,5
	F	2 753	67	2 820	3,8
	T	5 306	168	5 474	7,3
60+ years	M	680	54	734	1,0
	F	391	61	452	0,6
	T	1 071	115	1 186	1,6
GRAND TOTAL A	M	27 928	559	28 487	38,1
	F	45 928	420	46 348	61,9
	T	73 856	979	74 835	100,0
1978 . All Black education. . All types of education.					
GRAND TOTAL B	T	?	?	88 821	100,0
1977 . Excluding Transkei. . All types of education.					
Up to 29 years	M	13 711	52	13 763	19,6
	F	22 611	80	22 691	32,3
	T	36 322	132	36 454	51,9
30-39 years	M	5 171	161	5 332	7,6
	F	10 859	111	10 970	15,6
	T	16 030	272	16 302	23,2
40-49 years	M	4 356	170	4 526	6,4
	F	6 560	71	6 631	9,5
	T	10 916	241	11 157	15,9
50-59 years	M	2 389	107	2 496	3,6
	F	2 534	59	2 593	3,7
	T	4 923	166	5 089	7,3

TABLE 7.3 (continued)

Age group	Sex	Blacks	Whites	Total	
		N	N	N	%
60+ years	M	671	60	731	1,0
	F	396	66	462	0,7
	T	1 067	126	1 193	1,7
GRAND TOTAL A	M	26 298	550	26 848	38,2
	F	42 960	387	43 347	61,8
	T	69 258	937	70 195	100,0
1977 . All Black education. . All types of education.					
GRAND TOTAL B	T	?	?	83 319	100,0
1976 . Excluding Transkei. . All types of education.					
Up to 29 years	M	11 742	57	11 799	18,4
	F	19 875	89	19 964	31,3
	T	31 617	146	31 763	49,7
30-39 years	M	4 704	176	4 880	7,6
	F	10 349	109	10 458	16,4
	T	15 053	285	15 338	24,0
40-49 years	M	4 559	143	4 702	7,4
	F	6 166	79	6 245	9,8
	T	10 725	222	10 947	17,2
50-59 years	M	2 325	95	2 420	3,8
	F	2 261	64	2 325	3,6
	T	4 586	159	4 745	7,4
60+ years	M	610	58	668	1,1
	F	347	60	407	0,6
	T	957	118	1 075	1,7
GRAND TOTAL A	M	23 940	529	24 469	38,3
	F	38 998	401	39 399	61,7
	T	62 938	930	63 868	100,0
1976 . All Black education. . All types of education.					
GRAND TOTAL B	T	?	?	75 360	100,0

TABLE 7.3 (continued)

Age group	Sex	Blacks	Whites	Total	
		N	N	N	%
1975 . All Black education. . All types of education.					
Up to 29 years	M	10 927	55	10 982	15,9
	F	21 473	78	21 551	31,2
	T	32 400	133	32 533	47,1
30-39 years	M	4 894	186	5 080	7,4
	F	11 530	111	11 641	16,9
	T	16 424	297	16 721	24,3
40-49 years	M	5 606	132	5 738	8,3
	F	6 973	78	7 051	10,2
	T	12 579	210	12 789	18,5
50-59 years	M	2 876	90	2 966	4,3
	F	2 591	65	2 656	3,9
	T	5 467	155	5 622	8,2
60+ years	M	832	58	890	1,3
	F	381	71	452	0,6
	T	1 213	129	1 342	1,9
GRAND TOTAL A	M	25 135	521	25 656	37,2
	F	42 948	403	43 351	62,8
	T	68 083	924	69 007	100,0
1970 . Excluding Transkei. . All types of education.					
Up to 29 years	M	4 474	54	4 528	11,7
	F	12 019	53	12 072	31,2
	T	16 493	107	16 600	42,9
30-39 years	M	4 193	119	4 312	11,2
	F	7 152	58	7 210	18,6
	T	11 345	177	11 522	29,8
40-49 years	M	3 808	78	3 886	10,0
	F	3 466	58	3 524	9,1
	T	7 274	136	7 410	19,1
50-59 years	M	1 423	54	1 477	3,8
	F	1 096	57	1 153	3,0
	T	2 519	111	2 630	6,8

TABLE 7.3 (continued)

Age group	Sex	Blacks	Whites	Total	
		N	N	N	%
60+ years	M	326	51	377	1,0
	F	105	47	152	0,4
	T	431	98	529	1,4
GRAND TOTAL A	M	14 224	356	14 580	37,7
	F	23 838	273	24 111	62,3
	T	38 062	629	38 691	100,0
1970 . All Black education. . All types of education.					
GRAND TOTAL B	T	?	?	45 953	100,0
1965 . Excluding Transkei. . All types of education.					
Up to 29 years	M	2 641	42	2 683	9,4
	F	9 347	42	9 389	32,7
	T	11 988	84	12 072	42,1
30-39 years	M	5 108	58	5 166	18,0
	F	4 607	38	4 645	16,2
	T	9 715	96	9 811	34,2
40-49 years	M	2 706	52	2 758	9,6
	F	2 026	62	2 088	7,3
	T	4 732	114	4 846	16,9
50-59 years	M	1 025	57	1 082	3,8
	F	582	81	663	2,3
	T	1 607	138	1 745	6,1
60+ years	M	113	44	157	0,5
	F	30	31	61	0,2
	T	143	75	218	0,7
GRAND TOTAL A	M	11 593	253	11 846	41,3
	F	16 592	254	16 846	58,7
	T	28 185	507	28 692	100,0
1965 . All Black education. . All types of education.					
GRAND TOTAL B	T	?	?	34 042	100,0

TABLE 7.3 (continued)

Age group	Sex	Blacks	Whites	Total	
		N	N	N	%
1961 (information for 1960 unknown) . All Black education. . All types of education.					
Up to 29 years	M	3 392	28	3 420	12,3
	F	8 957	25	8 982	32,3
	T	12 349	53	12 402	44,6
30-39 years	M	5 532	49	5 581	20,1
	F	3 602	44	3 646	13,1
	T	9 134	93	9 227	33,2
40-49 years	M	2 640	53	2 693	9,7
	F	1 530	87	1 617	5,8
	T	4 170	140	4 310	15,5
50-59 years	M	1 120	49	1 169	4,2
	F	471	93	564	2,0
	T	1 591	142	1 733	6,2
60+ years	M	76	30	106	0,3
	F	20	30	50	0,2
	T	96	60	156	0,5
GRAND TOTAL A	M	12 760	209	12 969	46,6
	F	14 580	279	14 859	53,4
	T	27 340	488	27 828	100,0

Sources:
- Department of Education and Training: Annual Reports 1977-1983.
- Department of Bantu education: Annual Reports 1961-1976.
  - Bulletin Statistics and other information concerning Black education for 1961.
- Republic of Bophuthatswana: Annual Reports 1978-1983.
- Republic of Ciskei: Annual Reports 1982-1983.
- Republic of Transkei: Annual Reports 1976-1983.
- Republic of Venda: Annual Reports 1980-1983.
- Appendix to Table 7.3.

APPENDIX TO TABLE 7.3

EDUCATION PERSONNEL 1983: PREPRIMARY EDUCATION, SPECIAL EDUCATION, TECHNICAL COLLEGE AND VOCATIONAL TRAINING, TEACHER TRAINING, TECHNIKON TRAINING, ADULT EDUCATION (EXCLUDING INDEPENDENT STATES)

Type of instruction	Blacks			Whites			Total		
	M	F	T	M	F	T	M	F	T
Preprimary	0	211	211				0	211	211
Special education	*	*	291	*	*	45	*	*	336
Technical college and vocational training	96	9	105	344	45	389	440	54	494
Teacher training	290	171	461	203	277	480	493	448	941
Technikon training	9	2	11	94	27	121	103	29	132
Adult education (full time)	*	*	29	*	*	4	*	*	33
Total in terms of sex	395	393	788	641	349	990	1 036	742	1 778
GRAND TOTAL			1 108			1 039			2 147

Source: . Department of Education and Training: Annual Report 1983.
: Statistics Division, 1984 (telephonic).

* Information unknown.

TABLE 7.4

DISTRIBUTION OF TEACHERS ACCORDING TO AGE: 1961 TO 1983

Which education department has been excluded	1961	1965	1970	1975	1980	1982	1983*
	None	Transkei	Transkei	None	Transkei, Venda	Transkei, Venda	Ciskei, Transkei, Venda
29 years and younger: %	44,6	42,1	42,9	47,1	52,9	52,3	53,0
30-39 years: %	33,2	34,2	29,8	24,3	24,5	26,5	27,3
40-49 years: %	15,5	16,9	19,1	18,5	13,7	12,1	11,0
50-59 years: %	6,2	6,1	6,8	8,2	7,5	7,5	7,2
60 years and older: %	0,5	0,7	1,4	1,9	1,4	1,6	1,5

Source: Table 7.3.

* Primary and secondary education only.

270,7 % from 1960 to 1983 or 11,8 % a year since 1960.

In 1961 there were a total of 27 340 Black and 488 White teachers involved in Black education as a whole in Southern Africa. In 1983 the corresponding figures for Black and White teachers were 101 386 and 2 096 out of a total of 103 482 teachers. However figures exclude Ciskei, Transkei and Venda since the education departments of these three states do not provide separate figures for their Black and White teachers. Calculated in terms of this same Black : White ratio the estimated figures, including Ciskei, Transkei and Venda, are 129 411 Black and 2 675 White teachers for Southern Africa's total of 132 086, that is a percentage increase of 373,3 % for Black teachers and 448,2 % for White teachers since 1961. This greater increase in White teachers may be ascribed to the shortage of adequately qualified Black secondary school teachers and to the rapid increase of secondary school pupils.

In 1961 the total number of 27 828 teachers comprised 12 969 men and 14 859 women, or 46,6 % men and 53,4 % women. Where the corresponding figures for 1982 are also known for Transkei and Venda, the sexes of the total number of 120 812 teachers employed in Black education in Southern Africa are grouped as follows: 41 768 men (34,6 %) and 79 044 women (65,4 %).

The combined percentage for male teachers therefore decreased by 12,0 % and for female teachers increased by the same 12,0 %. Since so much information concerning 1983 is unavailable, no comments can be made in this regard.

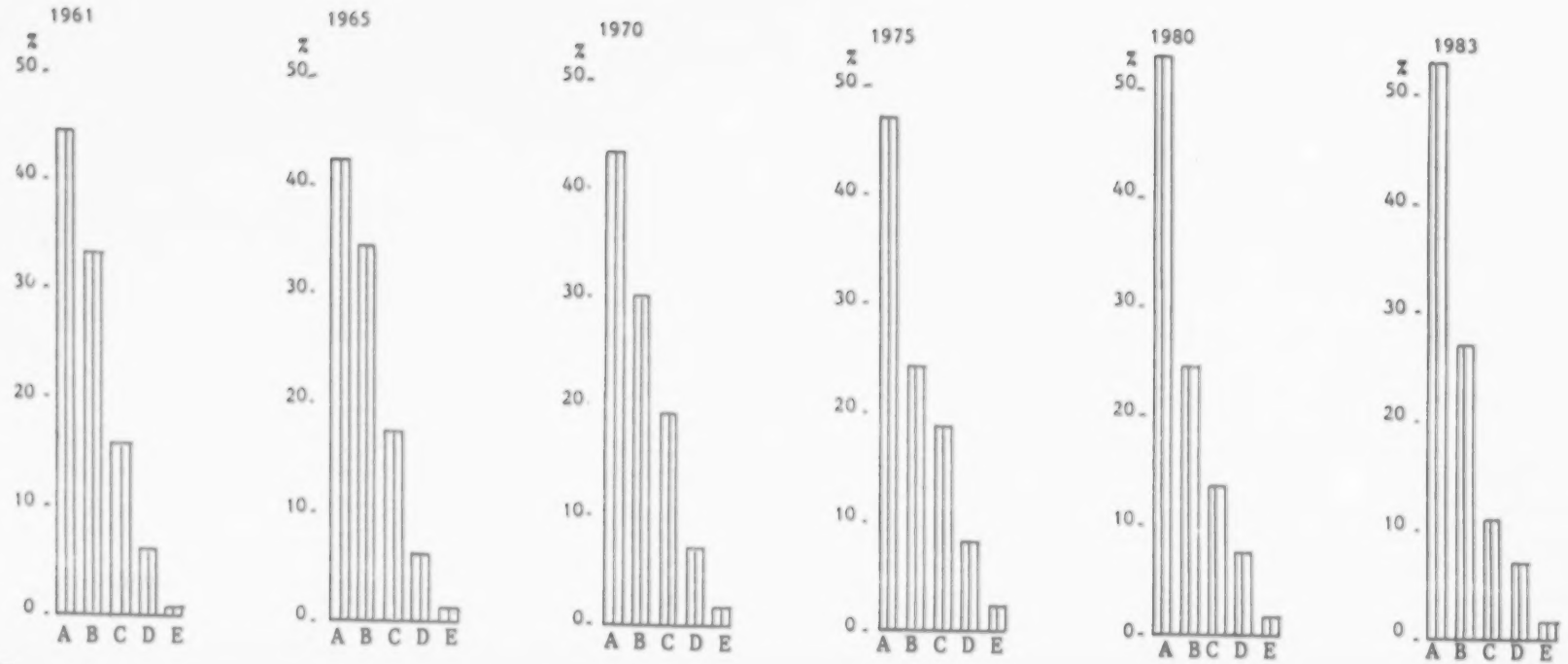
Table 7.4 and Diagram 7.5 reflected the distribution of teachers in

DIAGRAM 7.5

TEACHERS EMPLOYED IN BLACK EDUCATION ACCORDING TO AGE GROUPS: 1961 TO 1983

Source: Table 7.4.

A: Up to 29 years.
B: 30 - 39 years.
C: 40 - 49 years.
D: 50 - 59 years.
E: 60+ years.



percentages according to the five different age groups for 1961, 1965, 1970, 1975, 1980, 1982 and 1983. For 1961 and 1975 all the relevant education departments responsible for Black education are included, but for the remaining years Transkei is excluded for 1965 and 1970, while Transkei as well as Venda are excluded for 1980 and 1982, since there is no corresponding information available in this regard. Ciskei, Transkei en Venda are excluded for 1983. In this table it is noted that the teaching staff employed in Black education is relatively young and mainly comprise teachers within the 39 years and younger age groups, namely 71 % and more, even approximately 80 % in 1983.

7.4 PUPIL : TEACHER RATIOS

This information concerning Black education as a whole for 1960, 1965, 1970 and 1975 to 1983 is reflected in Table 7.5.

Up to and including 1975 the pupil : teacher ratio was very high. From 1976 the ratios gradually began to decrease, so that from 1981 they were lower than 45 : 1. In 1983 the ratio was 42,3 : 1.

The type of instruction in the abovementioned ratios includes not only primary and secondary education, but also teacher training, technikon training, technical college and vocational training, unclassified and special education. Although statistical information concerning pupils/students in terms of the abovementioned types of instruction is available (see Tables 3.1 and 7.1), this unfortunately does not apply throughout for teachers/lecturers and expenditure on education. Had the latter information regarding teaching staff and expenditure on education been available, more meaningful

pupil/student : teacher/lecturers ratios could have been calculated in order to obtain a clearer picture of each type of instruction. Nevertheless an effort to calculate such ratios was made in Table 7.15, notwithstanding the fact that it is not entirely correct.

TABLE 7.5

PUPIL : TEACHER RATIOS: 1960 TO 1983

Year	Pupil/students	Teachers/lecturers	Pupils/students per teacher/lecturer
1960	1 506 034	27 767	54,2
1965	1 957 836	34 042	57,5
1970	2 748 650	45 953	59,8
1975	3 720 055	69 007	53,9
1976	3 897 330	75 360	51,7
1977	4 128 882	83 319	49,6
1978	4 346 293	88 821	48,9
1979	4 622 353	96 308	48,0
1980	4 869 653	103 165	47,2
1981	5 074 860	113 333	44,8
1982	5 338 726	120 812	44,2
1983	5 582 506	139 086	42,3

Source: Table 3.4.

7.5 STATISTICS OF TEACHERS IN TERMS OF INSTITUTIONAL CONTROL AND REMUNERATION

Information is provided for 1961, 1965, 1970 and for each year for the period 1975 to 1983. No figures are available for 1960.

No separate information in respect of Black and White teachers is available for 1970, 1965 and 1961, except for the totals for 1961.

It was not possible to procure comprehensive statistical information on the teaching staff of each of the independent states (Transkei, Bophuthatswana, Venda and Ciskei) since they became independent.

Table 7.6 was compiled from available information obtained from the various education departments responsible for Black education. Since a great deal of information was unavailable, this table cannot be regarded as complete. Consequently comprehensive and meaningful remarks on this table are not possible.

According to total B for 1982 of Table 7.6, 100 412 teachers out of a grand total of 103 751 were remunerated by the State (Republic of South Africa and the national states), that is 96,8 % (excluding Bophuthatswana and Ciskei). The grand total of teachers employed in Black education in 1982 is 120 812 (see Table 7.6, totals C and D).

In 1961 23 766 teachers were remunerated by the State (Republic of South Africa) out of a grand total of 27 828, that is 85,4 %. The respective corresponding percentages for 1965, 1970, 1975, 1976, 1977, 1978, 1979, 1980 and 1981 are 80,9, 78,5, 92,5, 93,6, 94,6, 93,9, 95,0, 95,5 and 96,2. From 1975 the position began to improve. For 1970 Transkei and for 1981 Bophuthatswana and Transkei were not taken into account.

The percentage of White teachers employed in Black education is reflected in Table 7.7. Since the percentages are so low, there ought to be no complaints that White teachers are usurping the teaching posts of Black teachers.

TABLE 7.6

TEACHERS ACCORDING TO INSTITUTIONAL CONTROL AND REMUNERATION: 1961 TO 1983

Year	Remuneration	Sex	Teachers (Blacks and Whites) employed at							Total B	States included for B	Total C	States included for C	Total D	States included for D
			Government schools	Community schools	State-aided schools	Special schools	Private schools	Total A	States included for A						
1983	State	M	3 386	23 468	3 242		28	*30 124	E & T Gaz KaN KwaN KwaZ Leb Qwaq /	*30 124	E & T Gaz KaN KwaN KwaZ Leb Qwaq /		E & T Bo, Ci, Gaz KaN KwaN KwaZ Leb Qwaq Tr Ve /		E & T Bo, Ci Gaz KaN KwaN KwaZ Leb Qwaq Tr Ve /
		F	3 231	45 963	8 241		39	*57 474		*57 474					
		T	6 617	69 431	11 483		67	*87 598		*87 598					
	Private	M		187	15		134	* 336		* 336					
		F		1 166	106		536	* 1 808		* 1 808					
		T		1 353	121		670	* 2 144		* 2 144					
	State and private	M	3 386	23 655	3 257		162	*30 460		*30 460		++ 45 338			
		F	3 231	47 129	8 347		575	*59 282		*59 282		++ 86 748			
		T	6 617	70 784	11 604		737	*89 742		*89 742		++132 086		+++132 086	
1982	State	M	7 461	21 575	3 152	107	13	32 308	E & T Gaz KaN KwaN KwaZ Leb Qwaq Tr /	34 895	E & T Gaz KaN KwaN KwaZ Leb Qwaq Tr Ve /		E & T, Bo, Gaz, Ci, KaN KwaN KwaZ Leb Qwaq Tr Ve /		E & T Bo Ci Gaz KaN KwaN KwaZ Leb Qwaq Tr Ve /
		F	13 672	41 970	7 758	228	33	63 661		65 517					
		T	21 133	63 545	10 910	335	46	95 969		100 412					
	Private	M	4	331	44		143	522		522					
		F	2	2 085	204		526	2 817		2 817					
		T	6	2 416	248		669	3 339		3 339					
	State and private	M	7 465	21 906	3 196	107	156	32 830		35 417		41 768			
		F	13 674	44 055	7 962	228	559	66 478		68 334		79 044			
		T	21 139	65 961	11 158	335	715	99 308		103 751		120 812		120 812	

TABLE 7.6 (continued)

Year	Remuneration	Sex	Teachers (Blacks and Whites) employed at							Total B	States included for B	Total C	States included for C	Total D	States included for D
			Government schools	Community schools	State-aided schools	Special schools	Private schools	Total A	States included for A						
1981	State	M	3 181	22 264	3 213	80	15	28 753		31 067					
		F	2 282	41 761	7 526	139	25	51 733	E & T	53 363	E & T		E & T		E & T
		T	5 463	64 025	10 739	219	40	80 486	Ci	84 430	Ci		Bo		Bo
									Gaz		Gaz		Ci		Ci
	Private	M	5	327	22		116	470	KaN	470	KaN		Gaz		Gaz
		F		2 178	134	26	525	2 863	KwaN	2 863	KwaN		KaN		KaN
		T	5	2 505	156	26	641	3 333	KwaZ	3 333	KwaZ		KwaN		KwaN
									Leb		Leb		KwaZ		KwaZ
	State and private	M	3 186	22 591	3 235	80	131	29 223	Qwaq	31 537	Qwaq	35 451	Leb		Leb
		F	2 282	43 939	7 660	165	550	54 596	Ve	56 226	Ve	62 298	Qwaq		Qwaq
		T	5 468	66 530	10 895	245	681	83 819	/	87 763	/	97 749	Ve	113 333	Tr
													/		Ve
															/
1980	State	M	10 256	20 430	3 163	86	17	33 952		35 981					
		F	17 558	36 399	6 951	132	37	61 077	E & T	62 486	E & T		E & T		E & T
		T	27 814	56 829	10 114	218	54	95 029	Bo	98 467	Bo		Bo, Ci,		Bo
									Ci		Ci		Gaz		Ci
	Private	M	62	501	26		149	738	Gaz	738	Gaz		KaN		Gaz
		F	334	2 880	149		597	3 960	KaN	3 960	KaN		KwaN		KaN
		T	396	3 381	175		746	4 698	KwaN	4 698	KwaN		KwaZ		KwaN
									KwaZ		KwaZ		Leb		KwaZ
	State and private	M	10 318	20 931	3 189	86	166	34 690	Leb	36 719	Leb	36 719	Qwaq		Leb
		F	17 892	39 279	7 100	132	634	65 037	Qwaq	66 446	Qwaq	66 446	Tr		Qwaq
		T	28 210	60 210	10 289	218	800	99 727	Tr /	103 165	Ve	103 165	Ve	103 165	Tr
											Tr		/		Ve
											/				/

TABLE 7.6 (continued)

Year	Remuneration	Sex	Teachers (Blacks and Whites) employed at							Total B	States included for B	Total C	States included for C	Total D	States included for D
			Government schools	Community schools	State-aided schools	Special schools	Private schools	Total A	States included for A						
1979	State	M	9 994	20 502	3 193	107		33 796		33 796					
		F	16 709	34 302	6 556	126		57 693	E & T	57 693	E & T		E & T		E & T
		T	26 703	54 804	9 749	233		91 489	Bo	91 489	Bo		Bo		Bo
									Ci		Ci		Ci		Ci
	Private	M	116	575	43		170	904	Gaz		Gaz		Gaz		Gaz
		F	381	2 703	188		643	3 915	KaN	904	KaN		KaN		KaN
		T	497	3 278	231		813	4 819	KwaZ	3 915	KwaZ		KwaZ		KwaZ
									Leb	4 819	Leb		Leb		Leb
	State and private	M	10 110	21 077	3 236	107	170	34 700	Qwaq		Qwaq		Qwaq		Qwaq
		F	17 090	37 005	6 744	126	643	61 608	Ve		Ve		Tr		Tr
		T	27 200	58 082	9 980	233	813	96 308	Tr	34 700	Tr	34 700	Ve		Ve
									/	61 608	/	61 608	/	96 308	/
										96 308		96 308			
1978	State	M	9 288	18 836	3 128	97		31 349		31 349					
		F	15 407	30 608	5 942	128		52 085	E & T	52 085	E & T		E & T		E & T
		T	24 695	49 444	9 070	225		83 434	Bo	83 434	Bo, Ci		Bo		Bo
									Ci		Gaz		Ci		Ci, Gaz
	Private	M	97	646	37		176	956	Gaz		KaN		Gaz		KwaZ
		F	370	3 169	228		664	4 431	KaN	956	KwaZ		KaN		KaN
		T	467	3 815	265		840	5 387	KwaZ	4 431	Leb		KwaZ		Leb
									Leb	5 387	Qwaq		Leb		Qwaq
									Qwaq		Tr, Ve		Qwaq		Tr
	State and private	M	9 385	19 482	3 165	97	176	32 305	Ve		/		Tr, Ve		Ve
		F	15 777	33 777	6 170	128	664	56 516	Tr	32 305		32 305	/		/
		T	25 162	53 259	9 335	225	840	88 821	/	56 516		56 516		88 821	
										88 821		88 821			

TABLE 7.6 (continued)

Year	Remuneration	Sex	Teachers (Blacks and Whites) employed at							Total B	States included for B	Total C	States included for C	Total D	States included for D
			Government schools	Community schools	State-aided schools	Special schools	Private schools	Total A	States included for A						
1977	State	M	5 817	20 949	3 049	88		29 903	BE Bo Ci Gaz KwaZ Leb Qwaq Ve Tr /	29 903	BE Bo, Ci Gaz KwaZ Leb Qwaq Tr Ve /		BE Bo Ci Gaz KwaZ Leb Qwaq Tr Ve /		BE Bo Ci Gaz KwaZ Leb Qwaq Tr Ve /
		F	10 240	32 948	5 626	118		48 932		48 932					
		T	16 057	53 897	8 675	206		78 835		78 835					
	Private	M	8	466	44		195	713		713					
		F	5	2 823	224		719	3 771		3 771					
		T	13	3 289	268		914	4 484		4 484					
	State and private	M	5 825	21 415	3 093	88	195	30 616		30 616		30 616			
		F	10 245	35 771	5 850	118	719	52 703		52 703		52 703			
		T	16 070	57 186	8 943	206	914	83 319		83 319		83 319		83 319	
1976	State	M	5 493	18 538	3 039	82		27 152	BE Bo Ci Gaz KwaZ Leb Qwaq Ve Tr /	27 152	BE Bo, Ci Gaz KwaZ Leb Qwaq Tr, Ve /		BE Bo Ci Gaz KwaZ Leb Qwaq Tr Ve /		BE Bo Ci Gaz KwaZ Leb Qwaq Tr Ve /
		F	8 670	29 314	5 288	111		43 383		43 383					
		T	14 163	47 852	8 327	193		70 535		70 535					
	Private	M	5	334	38		572	949		949					
		F	4	2 678	196		998	3 876		3 876					
		T	9	3 012	234		1 570	4 825		4 825					
	State and private	M	5 498	18 872	3 077	82	572	28 101		28 101		28 101			
		F	8 674	31 992	5 484	111	998	47 259		47 259		47 259			
		T	14 172	50 864	8 561	193	1 570	75 360		75 360		75 360		75 360	

TABLE 7.6 (continued)

Year	Remuneration	Sex	Teachers (Blacks and Whites) employed at: Government schools	Community schools	State-aided schools	Special schools	Private schools	Total A	States included for A	Total B	States included for B	Total C	States included for C	Total D	States included for D
1975	State	M	4 623	16 965	2 957	85		24 630	BE Bo Ci Gaz KwaZ Leb Qwaq Ve Tr /	24 630	BE, Bo Ci Gaz KwaZ Leb Qwaq Tr, Ve /		BE Bo Ci Gaz KwaZ Leb Qwaq Tr Ve /		BE Bo Ci Gaz KwaZ Leb Qwaq Tr Ve /
		F	7 551	26 572	4 916	144		39 183		39 183					
		T	12 174	43 537	7 873	229		63 813		63 813					
	Private	M	6	374	30		616	1 026		1 026					
		F	34	2 785	171		1 178	4 168		4 168					
		T	40	3 159	201		1 794	5 194		5 194					
	State and private	M	4 629	17 339	2 987	85	616	25 656		25 656		25 656		69 007	
		F	7 585	29 357	5 087	144	1 178	43 351		43 351		43 351			
		T	12 214	46 696	8 074	229	1 794	69 007		69 007		69 007			
1970	State	M	912	**9 926	**2 391	***45		13 229	BE, Bo Ci, Gaz Leb Qwaq Ve /	13 229	BE, Bo Ci, Gaz Leb Qwaq Ve /		BE Bo Ci Gaz Leb Qwaq Ve /		BE Bo Ci Gaz Leb Qwaq Tr, Ve /
		F	466	**14 354	**2 324	***61		17 144		17 144					
		T	1 378	**24 280	**4 715	***106		30 373		30 373					
	Private	M	1	840	158		352	1 351		1 351					
		F	3	4 788	682		1 494	6 967		6 967					
		T	4	5 628	840		1 846	8 318		8 318					
	State and private	M	913	10 766	2 549	***45	352	14 580		14 580		14 580		45 953	
		F	469	19 142	3 006	***61	1 494	24 111		24 111		24 111			
		T	1 382	29 908	5 555	***106	1 846	+38 691		38 691		38 691			

TABLE 7.6 (continued)

Year	Remuneration	Sex	Teachers (Blacks and Whites) employed at: Government schools	Community schools	State-aided schools	Special schools	Private schools	Total A	States included for A	Total B	States included for B	Total C	States included for C	Total D	States included for D
1965	State	M	741	**7 838	**2 192	***25		10 771	BE	10 771	BE		BE		BE
		F	418	**10 439	**1 579	***41		12 436		12 436					
		T	1 159	**18 277	**3 771	***66		23 207		23 207					
	Private	M	1	486	150		438	1 075		1 075	/				
		F	8	2 434	476		1 492	4 410		4 410					
		T	9	2 920	626		1 930	5 485		5 485					
	State and private	M	742	8 324	2 342	***25	438	11 846	/	11 846		11 846	/		/
		F	426	12 873	2 055	***41	1 492	16 846		16 846		16 846			
		T	1 168	21 197	4 397	***66	1 930	+28 692		28 692		28 692		34 042	
1961	State	M	837	11 111				11 948	BE	11 948	BE		BE		BE
		F	476	11 342				11 818		11 818					
		T	1 313	22 453				23 766		23 766					
	Private	M		476			545	1 021	/	1 021	/				
		F	9	1 509			1 523	3 041		3 041			/		/
		T	9	1 985			2 068	4 062		4 062					
	State and private	M	837	11 587			545	12 969		12 969		12 969			
		F	485	12 851			1 523	14 859		14 859		14 859			
		T	1 322	24 438			2 068	27 828		27 828		27 828		27 828	

* Primary and secondary teachers only.
** Teachers in provisional posts included in community and state-aided schools.
*** Already included in other columns.
\+ . 1970: Total 45 953 (Transkei included).
. 1965: Total 34 042 (Transkei included).

/ See appendix attached.
++ . Including all types of education.
. Estimates according to sex were made regarding teachers employed by the Department of Education and Training for special and adult education.
+++ Including all types of education.

TABLE 7.6 (continued)

Sources:

- Department of Education and Training: Annual Reports 1978 - 1983.
- Department of Bantu Education: Annual Reports 1965, 1970, 1975 - 1977.
- Department of Bantu Education: Annual Report 1961.
- Republic of Bophuthatswana: Department of Education: Annual Reports 1978 - 1983.
- Republic of Ciskei: Department of Education: Annual Reports 1982 - 1983.
- Republic of Transkei: Department of Education: Annual Reports 1976 - 1983.
- Republic of Venda: Department of Education: Annual Reports 1980 - 1983.

APPENDIX TO TABLE 7.6

FOR TOTAL A:

Year	Excluding education department(s)	Education department(s) do not exist
1983	Bo, Ci, Tr, Ve	
1982	Bo, Ci, Ve	
1981	Bo, Ve, Tr	
1980	Ve	
1979		KwaN
1978		KwaN
1977		KaN, KwaN
1976		KaN, KwaN
1975		KaN, KwaN
1970	Tr	KaN, KwaN, KwaZ
1965	Tr	Bo, Ci, Gaz, KaN, KwaN, KwaZ, Leb, Qwaq, Ve
1961		Bo, Ci, Gaz, KaN, KwaN, KwaZ, Leb, Qwaq, Ve, Tr

FOR TOTAL B:

Year	Excluding education department(s)	Education department(s) do not exist
1983	Bo, Ci, Tr, Ve	
1982	Bo, Ci	
1981	Bo, Tr	
1980		
1979		KwaN
1978		KwaN
1977		KaN, KwaN
1976		KaN, KwaN
1975		KaN, KwaN
1970	Tr	KaN, KwaN, KwaZ
1965	Tr	Bo, Ci, Gaz, KaN, KwaN, KwaZ, Leb, Qwaq, Ve
1961		Bo, Ci, Gaz, KaN, KwaN, KwaZ, Leb, Qwaq, Ve, Tr

FOR TOTAL C:

Year	Excluding education department(s)	Education department(s) do not exist
1983		
1982		
1981	Tr	
1980		
1979		KwaN
1978		KwaN
1977		KaN, KwaN
1976		KaN, KwaN
1975		KaN, KwaN
1970	Tr	KaN, KwaN, KwaZ
1965	Tr	Bo, Ci, Gaz, KaN, KwaN, KwaZ, Leb, Qwaq, Ve
1961		Bo, Ci, Gaz, KaN, KwaN, KwaZ, Leb, Qwaq, Ve, Tr

APPENDIX TO TABLE 7.6 (continued)

FOR TOTAL D:

Year	Excluding education department(s)	Education department(s) do not exist
1983		
1982		
1981		
1980		
1979		KwaN
1978		KwaN
1977		KaN, KwaN
1976		KaN, KwaN
1975		KaN, KwaN
1970		Kan, KwaN, KwaZ
1965		Bo, Ci, Gaz, KaN, KwaN, KwaZ, Leb, Qwaq, Ve
1961		Bo, Ci, Gaz, KaN, KwaN, KwaZ, Leb, Qwaq, Tr, Ve

E&T: Education and Training
BE : Black Education
Bo : Bophuthatswana
Ci : Ciskei
Gaz: Gazankulu
KaN: KaNgwane
KwaN: KwaNdebele
KwaZ: KwaZulu
Leb : Lebowa
Qwaq: Qwaqwa
Tr : Transkei
Ve : Venda

TABLE 7.7

PERCENTAGE OF WHITE TEACHERS EMPLOYED IN BLACK EDUCATION: 1975 TO 1983

Year	Total number of teachers	White teachers		Education department(s) excluded
		Number	%	
1975	69 007	924	1,3	-
1976	63 868	930	1,5	Tr
1977	70 195	937	1,3	Tr
1978	74 835	979	1,3	Tr
1979	81 578	1 177	1,4	Tr
1980	84 914	1 252	1,5	Tr, Ve
1981	83 819	1 198	1,4	Bo, Tr, Ve
1982	83 742	1 377	1,6	Bo, Ci, Tr, Ve
1983	89 742	765	0,9	Bo, Ci, Tr, Ve

Sources: The same as for Table 7.6.

Bo: Bophuthatswana
Ci: Ciskei
Tr: Transkei
Ve: Venda

White teachers are employed mainly at secondary schools, teachers' training institutions, technikons, technical colleges and special schools.

7.6 STATISTICS ON TEACHERS IN TERMS OF QUALIFICATIONS AND TYPE OF INSTRUCTION

Some tables were compiled from available statistical information from the respective education departments responsible for Black education.

Comments on Tables 7.8 and 7.14 and Diagram 7.6 for teachers responsible for primary education:

- Most primary school teachers are qualified, that is they possess a teachers' certificate. The percentage of qualified individuals varies between 78,6 to 91,6 for the various years. In 1961 it was 91,6 %, in 1970 78,7 %, in 1980 84,1 % and in 1983 79,1 %. From 1970 to 1983 more than half the teachers possessed Standard 8 certificates and teacher's certificates. The next group of teachers, which constitutes the highest percentage, possessed Standard 6 certificates and teacher's certificates. In 1983 11,3 % of the total number of primary school teachers possessed Standard 10 certificates and primary or secondary teacher's certificates. Merely 0,3 % of the total number of teachers had university training and teacher's certificates.

- It is noteworthy that the percentage of qualified teachers employed in primary schools in 1981, 1982 and 1983 decreased to respectively 82,8 %, 82,3 % and 79,1 % and that the percentage of unqualified teachers increased accordingly to 17,2 %, 17,7 % and 20,9 % during the same three-year period. The reason(s) for this is(are) not clear. Upon examining the enrolment for teacher training for 1980, 1981 and 1983, as reflected in Table 7.1, the student enrolment for these three years is as follows: 22 021, 21 711 and 18 310 respectively - these figures also include the enrolment for secondary school teacher training. Apparently this decrease in teacher training enrolment must be ascribed to the fact that too few candidates present themselves

TABLE 7.8

TEACHERS ACCORDING TO TYPE OF INSTRUCTION AND QUALIFICATION: 1961 TO 1983
TYPE OF INSTRUCTION: PRIMARY EDUCATION
INCLUDING EDUCATION DEPARTMENTS: SEE ATTACHED APPENDIX

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1983												
Full degree	18	6	24	0,0	13	1	14	0,0	31	7	38	0,0
Incomplete degree	174	2	176	0,2	211	0	211	0,3	385	2	387	0,5
Std 10 certificate (+ secondary teacher's certificate)	185	4	189	0,3					185	4	189	0,3
Std 10 certificate (+ primary teacher's certificate)	8 349	14	8 363	11,0					8 349	14	8 363	11,0
Std 10 certificate					1 050	0	1 050	1,4	1 050	0	1 050	1,4
Technical certificate	531	0	531	0,7	312	0	312	0,4	843	0	843	1,1
Std 8 certificate	43 326	1	43 327	56,8					43 326	1	43 327	56,8
Std 8 certificate or lower					14 330	2	14 332	18,8	14 330	2	14 332	18,8
Std 6 certificate	7 524	0	7 524	9,9					7 524	0	7 524	9,9
Special teacher's certificate	173	1		0,2					173	1	174	0,2
Total	60 280	28	60 174	79,1	15 916	3	15 919	20,9	76 196	31	76 227	100,0
1982												
Full degree	6	8	14	0,0	90	1	91	0,1	96	9	105	0,1
Incomplete degree	101	1	102	0,1					101	1	102	0,1
Std 10 certificate (+ secondary teacher's certificate)	89	0	89	0,1					89	0	89	0,1
Std 10 certificate (+ primary teacher's certificate)	5 896	19	5 915	7,9					5 896	19	5 915	7,9
Std 10 certificate					1 627	0	1 627	2,2	1 627	0	1 627	2,2
Technical certificate					1	0	1	0,0	1	0	1	0,0
Std 8 certificate	46 753	2	46 755	62,0					46 753	2	46 755	62,0
Std 8 certificate or lower					11 585	0	11 585	15,4	11 585	0	11 585	15,4
Std 6 certificate	9 087	0	9 087	12,1					9 087	0	9 087	12,1
Special teacher's certificate	87	0	87	0,1					87	0	87	0,1
Total	62 019	30	62 049	82,3	13 303	1	13 304	17,7	75 322	31	75 353	100,0

TABLE 7.8 (continued)

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1981												
Full degree	12	6	18	0,0	4	1	5	0,0	16	7	23	0,0
Incomplete degree	68	2	70	0,1	3	0	3	0,0	71	2	73	0,1
Std 10 certificate (+ secondary teacher's certificate)	63	0	63	0,1					63	0	63	0,1
Std 10 certificate (+ primary teacher's certificate)	4 403	11	4 414	6,2					4 403	11	4 414	6,2
Std 10 certificate					1 184	1	1 185	1,7	1 184	1	1 185	1,7
Technical certificate	84	0	84	0,1	1	0	1	0,0	85	0	85	0,1
Std 8 certificate	44 573	5	44 578	62,7					44 573	5	44 578	62,7
Std 8 certificate or lower					11 005	0	11 005	15,5	11 005	0	11 005	15,5
Std 6 certificate	9 577	0	9 577	13,5					9 577	0	9 577	13,5
Special teacher's certificate	85	2	87	0,1					85	2	87	0,1
Total	58 865	26	58 891	82,8	12 197	2	12 199	17,2	71 062	28	71 090	100,0
1980												
Full degree	8	8	16	0,0	0	1	1	0,0	8	9	17	0,0
Incomplete degree	59	0	59	0,1	1	0	1	0,0	60	0	60	0,1
Std 10 certificate (+ secondary teacher's certificate)	27	0	27	0,0					27	0	27	0,0
Std 10 certificate (+ primary teacher's certificate)	3 392	11	3 403	5,3					3 392	11	3 403	5,3
Std 10 certificate					578	2	580	0,9	578	2	580	0,9
Technical certificate												
Std 8 certificate	40 565	6	40 571	63,0					40 565	6	40 571	63,0
Std 8 certificate or lower					9 662	0	9 662	15,0	9 662	0	9 662	15,0
Std 6 certificate	10 031	1	10 032	15,6					10 031	1	10 031	15,6
Special teacher's certificate	66	0	66	0,1					66	0	66	0,1
Total	54 148	26	54 174	84,1	10 241	3	10 244	15,9	64 389	29	64 418	100,0

TABLE 7.8 (continued)

Qualifications	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1979												
Full degree	7	6	13	0,0					7	6	13	0,0
Incomplete degree	61	1	62	0,1					61	1	62	0,1
Std 10 certificate (+ secondary teacher's certificate)	27	0	27	0,0					27	0	27	0,0
Std 10 certificate (+ primary teacher's certificate)	2 695	18	2 713	4,3					2 695	18	2 713	4,3
Std 10 certificate					456	2	458	0,7	456	2	458	0,7
Technical certificate												
Std 8 certificate	39 792	5	39 797	62,6					39 792	5	39 797	62,6
Std 8 certificate or lower					9 978	0	9 978	15,7	9 978	0	9 978	15,7
Std 6 certificate	10 497	0	10 497	16,5					10 497	0	10 497	16,5
Special teacher's certificate	74	0	74	0,1					74	0	74	0,1
Total	53 153	30	53 183	83,6	10 434	2	10 434	16,4	63 587	32	63 619	100,0
1978												
Full degree	3	9	12	0,0	1	0	1	0,0	4	9	13	0,0
Incomplete degree	64	0	64	0,1	5	0	5	0,0	69	0	69	0,1
Std 10 certificate (+ secondary teacher's certificate)	16	2	18	0,0					16	2	18	0,0
Std 10 certificate (+ primary teacher's certificate)	2 042	12	2 054	3,5					2 042	12	2 054	3,5
Std 10 certificate					317	3	320	0,6	317	3	320	0,6
Technical certificate	2	2	4	0,0					2	2	4	0,0
Std 8 certificate	34 281	3	34 284	58,4					34 281	3	34 284	58,4
Std 8 certificate or lower					11 047	0	11 047	18,8	11 047	0	11 047	18,8
Std 6 certificate	10 846	1	10 847	18,5					10 846	1	10 847	18,5
Special teacher's certificate	62	2	64	0,1					62	2	64	0,1
Total	47 316	31	47 347	80,6	11 370	3	11 373	19,4	58 686	34	58 720	100,0

TABLE 7.8 (continued)

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1977												
Full degree	60	4	64	0,1	7	1	8	0,0	67	5	72	0,1
Incomplete degree	101	5	106	0,2	8	0	8	0,0	109	5	114	0,2
Std 10 certificate (+ secondary teacher's certificate)	87	3	90	0,2					87	3	90	0,2
Std 10 certificate (+ primary teacher's certificate)	1 751	13	1 764	3,3					1 751	13	1 764	3,3
Std 10 certificate					323	1	324	0,6	323	1	324	0,6
Technical certificate	0	2	2	0,0	3	0	3	0,0	3	2	5	0,0
Std 8 certificate	29 006	2	29 008	54,1					29 006	2	29 008	54,1
Std 8 certificate or lower					11 145	0	11 145	20,8	11 145	0	11 145	20,8
Std 6 certificate	11 033	0	11 033	20,6					11 033	0	11 033	20,6
Special teacher's certificate	61	1	62	0,1					61	1	62	0,1
Total	42 099	30	42 129	78,6	11 486	2	11 488	21,4	53 585	32	53 617	100,0
1976												
Full degree	4	2	6	0,0	0	1	1	0,0	4	3	7	0,0
Incomplete degree	56	3	59	0,1	2	0	2	0,0	58	3	61	0,1
Std 10 certificate (+ secondary teacher's certificate)	69	3	72	0,1					69	3	72	0,1
Std 10 certificate (+ primary teacher's certificate)	1 424	10	1 434	2,9					1 424	10	1 434	2,9
Std 10 certificate					132	3	135	0,3	132	3	135	0,3
Technical certificate												
Std 8 certificate	26 633	3	26 636	52,9					26 633	3	26 636	52,9
Std 8 certificate or lower					10 536	0	10 536	20,9	10 536	0	10 536	20,9
Std 6 certificate	11 374	0	11 374	22,6					11 374	0	11 374	22,6
Special teacher's certificate	85	1	86	0,2					85	1	86	0,2
Total	39 645	22	39 667	78,8	10 670	4	10 674	21,2	50 315	26	50 341	100,0

TABLE 7.8 (continued)

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1975												
Full degree	5	8	13	0,0	1	2	3	0,0	6	10	16	0,0
Incomplete degree	85	1	86	0,2	2	0	2	0,0	87	1	88	0,2
Std 10 certificate (+ secondary teacher's certificate)	1	16	17	0,0					1	16	17	0,0
Std 10 certificate (+ primary teacher's certificate)	2 117	4	2 121	3,7					2 117	4	2 121	3,7
Std 10 certificate					131	3	134	0,2	131	3	134	0,2
Technical certificate	1	3	4	0,0	4	0	4	0,0	5	3	8	0,0
Std 8 certificate	31 003	3	31 006	53,9					31 003	3	31 006	53,9
Std 8 certificate or lower					9 926	0	9 926	17,3	9 926	0	9 926	17,3
Std 6 certificate	14 126	0	14 126	24,6					14 126	0	14 126	24,6
Special teacher's certificate	60	3	63	0,1					60	3	63	0,1
Total	47 398	38	47 436	82,5	10 064	5	10 069	17,5	57 462	43	57 505	100,0
1970												
Full degree	16	2	18	0,0	8	1	9	0,0	24	3	27	0,0
Incomplete degree	98	3	101	0,3	10	1	11	0,0	108	4	112	0,3
Std 10 certificate (+ secondary teacher's certificate)	42	0	42	0,1					42	0	42	0,1
Std 10 certificate (+ primary teacher's certificate)	2 174	22	2 196	6,3					2 174	22	2 196	6,3
Std 10 certificate					128	0	128	0,4	128	0	128	0,4
Technical certificate					39	0	39	0,1	39	0	39	0,1
Std 8 certificate	24 900	11	24 911	71,2					24 900	11	24 911	71,2
Std 8 certificate or lower					7 256	4	7 260	20,8	7 256	4	7 260	20,8
Std 6 certificate												
Special teacher's certificate	285	3	288	0,8					285	3	288	0,8
Total	27 515	41	27 556	78,7	7 441	6	7 447	21,3	34 956	47	35 003	100,0

TABLE 7.8 (continued)

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1965												
Full degree	19	1	20	0,1	1	1	2	0,0	20	2	22	0,1
Incomplete degree Std 10 certificate (+ secondary teacher's certificate)	24	0	24	0,1					24	0	24	0,1
Std 10 certificate (+ primary teacher's certificate)	0	31	31	0,1					0	31	31	0,1
Std 10 certificate					0	21	21	0,1	0	21	21	0,1
Technical certificate					32	0	32	0,1	32	0	32	0,1
Std 8 certificate	8 162	0	8 162	31,0					8 162	0	8 162	31,0
Std 8 certificate or lower					5 229	0	5 229	19,8	5 229	0	5 229	19,8
Std 6 certificate	12 531	0	12 531	47,5					12 531	0	12 531	47,5
Special teacher's certificate	320	2	322	1,2					320	2	322	1,2
Total	21 056	34	21 090	80,0	5 262	22	5 284	20,0	26 318	56	26 374	100,0
1961												
Full degree	102	2	104	0,4	4	2	6	0,0	106	4	110	0,4
Incomplete degree Std 10 certificate (+ secondary teacher's certificate)	23	13	36	0,2					23	13	36	0,2
Std 10 certificate (+ primary teacher's certificate)	0	27	27	0,1					0	27	27	0,1
Std 10 certificate					0	5	5	0,0	0	5	5	0,0
Technical certificate					179	2	181	0,7	179	2	181	0,7
Std 8 certificate	8 704	0	8 704	34,0					8 704	0	8 704	34,0
Std 8 certificate or lower					1 956	15	1 971	7,7	1 956	15	1 971	7,7
Std 6 certificate	14 433	0	14 433	56,4					14 433	0	14 433	56,4
Special teacher's certificate	115	1	116	0,5					115	1	116	0,5
Total	23 377	43	23 420	91,6	2 139	24	2 163	8,4	25 516	67	25 583	100,0

Sources:
- Department of Education and Training: Annual Reports 1977 - 1983.
- Department of Bantu Education: Annual Reports 1961, 1965, 1970, 1975 - 1976.
- Republic of Bophuthatswana: Department of Education: Annual Reports 1978 - 1983.
- Republic of Ciskei: Department of Education: Annual Reports 1982 - 1983.
- Republic of Transkei: Department of Education: Annual Reports 1976 - 1983.
- Republic of Venda: Department of Education: Annual Reports 1980 - 1983.

APPENDIX TO TABLE 7.8 (PRIMARY EDUCATION)

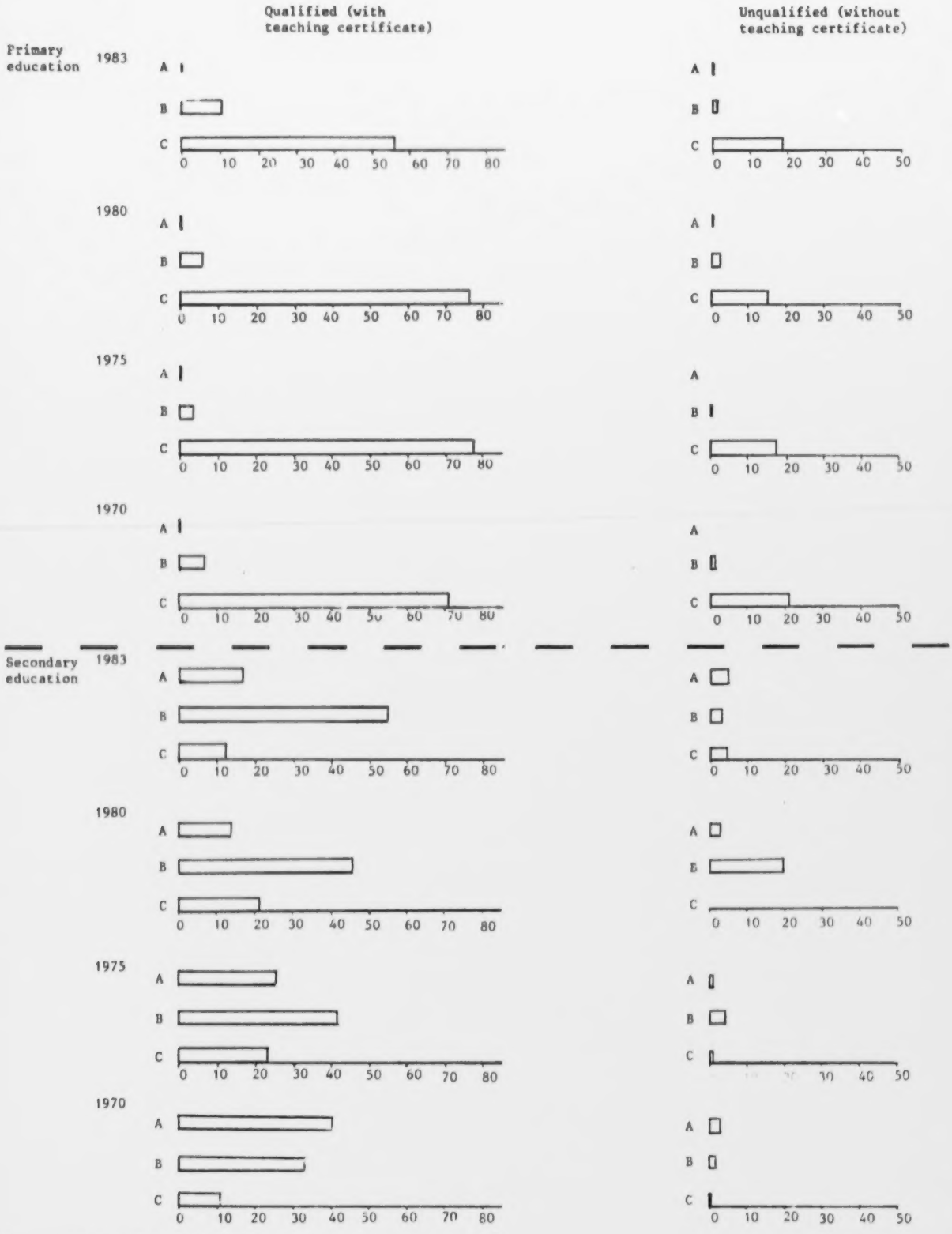
INCLUDING AND EXCLUDING EDUCATION DEPARTMENTS

Year	Including	Excluding	Does not yet as exist
1983	E&T, Bo, Gaz, KaN, KwaN, KwaZ, Leb, Qwaq	Ci, Tr, Ve	-
1982	E&T, Bo, Ci, Gaz, KaN, KwaN, KwaZ, Leb, Qwaq	Tr, Ve	-
1981	E&T, Bo, Ci, Gaz, KaN, KwaN, KwaZ, Leb, Qwaq	Tr, Ve	-
1980	E&T, Bo, Ci, Gaz, KaN, KwaN, KwaZ, Leb, Qwaq	Tr, Ve	-
1979	E&T, Bo, Ci, Gaz, KaN, KwaZ, Leb, Qwaq, Ve	Tr	KwaN
1978	E&T, Bo, Ci, Gaz, KaN, KwaZ, Leb, Qwaq, Ve	Tr	KwaN
1977	BE, Bo, Ci, Gaz, KwaZ, Leb, Qwaq, Ve	Tr	KaN, KwaN
1976	BE, Bo, Ci, Gaz, KwaZ, Leb, Qwaq, Ve	Tr	KaN, KwaN
1975	BE, Bo, Ci, Gaz, KwaZ, Leb, Qwaq, Tr, Ve	-	KaN, KwaN
1970	BE, Bo, Ci, Gaz, Leb, Qwaq, Ve	Tr	KaN, KwaN, KwaZ
1965	BE	Tr	Bo, Ci, Gaz, KaN, KwaN, KwaZ, Leb, Qwaq, Ve
1961	BE	-	Bo, Ci, Gaz, KaN, KwaN, KwaZ, Leb, Qwaq, Tr, Ve

E&T: Education and Training
Bo: Bophuthatswana
Gaz: Gazankulu
KwaN: KwaNdebele
Leb: Lebowa
Tr: Transkei
BE: Black Education
Ci: Ciskei
KaN: KaNgwane
KwaZ: KwaZulu
Qwaq: Qwaqwa
Ve: Venda

DIAGRAM 7.5

QUALIFICATIONS OF PRIMARY AND SECONDARY SCHOOL TEACHERS ACCORDING TO PERCENTAGES: 1970, 1975, 1980, 1983



Sources: Tables 7.8, 7.9, 7.14.

A: Full and incomplete degrees.
B: Std 10 certificate.
C: Std 8 certificate and lower.

for teacher training. According to Table 7.15 the number of primary pupils per teacher is 53,8, 53,3, 50,2 and 48,4 for 1980, 1981, 1982 and 1983 respectively. This indicates that the pupil : teacher ratio has become smaller. This can be achieved with qualified teachers only, but when the percentage of qualified teachers decreases simultaneously, maintained and increased education standards cannot be promoted at all.

As in the case of primary teachers, information on secondary teachers was obtained for tabulation from the majority of the education departments responsible for Black education but was not available from all.

Tables 7.9 and 7.14 and Diagram 7.6 reflect the percentages of teachers employed in secondary education. The reader's attention is drawn to the fact that the percentages of secondary teachers for all the relevant years also include the teaching staff responsible for teacher training in the Republic of Bophuthatswana. Separate figures for lecturers involved in teacher training are unavailable. Furthermore in respect of secondary education the percentages for 1961, 1965, 1970 and 1975 to 1978 also include the teachers/lecturers responsible for teacher training in all the education departments concerned. Before 1979, secondary education and teacher training were provided by the same teaching staff at the same educational institutions, as a result of which it is not possible to divide the relevant teachers/lecturers into two separate groups for secondary education and teacher training.

Comments on the sections secondary education and teacher training in Tables 7.9, 7.10 and 7.14:

TABLE 7.9

TEACHERS ACCORDING TO TYPE OF INSTRUCTION AND QUALIFICATION: 1961 TO 1983
TYPE OF INSTRUCTION: SECONDARY EDUCATION
INCLUDING EDUCATION DEPARTMENTS: SEE ATTACHED APPENDIX

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1983												
Full degree	1 840	390	2 230	8,9	525	52	577	2,3	2 365	442	2 807	11,2
Incomplete degree	1 581	30	1 611	6,5	502	60	562	2,3	2 083	90	2 173	8,8
Std 10 certificate (+ secondary teacher's certificate)	6 734	155	6 889	27,6					6 734	155	6 889	27,6
Std 10 certificate (+ primary teacher's certificate)	7 143	136	7 279	29,2					7 143	136	7 279	29,2
Std 10 certificate					731	17	748	3,0	731	17	748	3,0
Technical certificate	163	9	172	0,7	255	22	277	1,1	418	31	449	1,8
Std 8 certificate	3 231	10	3 241	13,0					3 231	10	3 241	13,0
Std 8 certificate or lower					940	37	977	3,9	940	37	977	3,9
Std 6 certificate	64	0	64	0,3					64	0	64	0,3
Special teacher's certificate	271	25	296	1,2					271	25	296	1,2
Total	21 027	755	21 782	87,4	2 953	188	3 141	12,6	23 980	943	24 923	100,0
1982												
Full degree	1 821	345	2 166	9,3	157	68	225	1,0	1 978	413	2 391	10,3
Incomplete degree	1 373	31	1 404	6,0	91	8	99	0,4	1 464	39	1 503	6,4
Std 10 certificate (+ secondary teacher's certificate)	5 463	19	5 482	23,6					5 463	19	5 482	23,6
Std 10 certificate (+ primary teacher's certificate)	7 095	187	7 282	31,3					7 095	187	7 282	31,3
Std 10 certificate					2 426	35	2 461	10,6	2 426	35	2 461	10,6
Technical certificate	53	20	73	0,3	5	67	72	0,3	58	87	145	0,6
Std 8 certificate	3 520	3	3 523	15,2					3 520	3	3 523	15,2
Std 8 certificate or lower					250	12	262	1,1	250	12	262	1,1
Std 6 certificate	69	0	69	0,3					69	0	69	0,3
Special teacher's certificate	146	3	149	0,6					146	3	149	0,6
Total	19 540	608	20 148	86,6	2 929	190	3 119	13,4	22 469	798	23 267	100,0

TABLE 7.9 (continued)

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1981												
Full degree	1 553	312	1 865	8,9	149	56	205	1,0	1 702	368	2 070	9,9
Incomplete degree	1 252	30	1 282	6,1	110	6	116	0,5	1 362	36	1 398	6,6
Std 10 certificate (+ secondary teacher's certificate)	4 380	2	4 382	20,8					4 380	2	4 382	20,8
Std 10 certificate (+ primary teacher's certificate)	6 289	193	6 482	30,8					6 289	193	6 482	30,8
Std 10 certificate					2 313	21	2 334	11,1	2 313	21	2 334	11,1
Technical certificate	27	14	41	0,2	4	50	54	0,3	31	64	95	0,5
Std 8 certificate	3 743	6	3 749	17,8					3 743	6	3 749	17,8
Std 8 certificate or lower					224	12	236	1,1	224	12	236	1,1
Std 6 certificate	71	0	71	0,3					71	0	71	0,3
Special teacher's certificate	218	2	220	1,1					218	2	220	1,1
Total	17 533	559	18 092	86,0	2 800	145	2 945	14,0	20 333	704	21 037	100,0
1980												
Full degree	1 152	250	1 402	7,3	143	56	199	1,1	1 295	306	1 601	8,4
Incomplete degree	1 144	22	1 166	6,1	139	3	142	0,7	1 283	25	1 308	6,8
Std 10 certificate (+ secondary teacher's certificate)	3 299	17	3 316	17,4					3 299	17	3 316	17,4
Std 10 certificate (+ primary teacher's certificate)	5 278	173	5 451	28,5					5 278	173	5 451	28,5
Std 10 certificate					1 946	26	1 972	10,3	1 946	26	1 972	10,3
Technical certificate	860	20	880	4,6	3	62	65	0,3	863	82	945	4,9
Std 8 certificate	4 060	3	4 063	21,3					4 060	3	4 063	21,3
Std 8 certificate or lower					230	12	242	1,3	230	12	242	1,3
Std 6 certificate	83	0	83	0,4					83	0	83	0,4
Special teacher's certificate	121	4	125	0,7					121	4	125	0,7
Total	15 997	489	16 486	86,3	2 461	159	2 620	13,7	18 458	648	19 106	100,0

TABLE 7.9 (continued)

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1979												
Full degree	1 247	221	1 468	8,9	158	84	242	1,5	1 405	305	1 710	10,3
Incomplete degree	1 128	24	1 152	7,0	144	6	150	0,9	1 272	30	1 302	7,9
Std 10 certificate (+ secondary teacher's certificate)	3 067	7	3 074	18,6					3 067	7	3 074	18,6
Std 10 certificate (+ primary teacher's certificate)	4 542	158	4 700	28,4					4 542	158	4 700	28,4
Std 10 certificate					1 736	33	1 769	10,7	1 736	33	1 769	10,7
Technical certificate	19	14	33	0,2	8	37	45	0,3	27	51	78	0,5
Std 8 certificate	3 441	5	3 446	20,8					3 441	5	3 446	20,8
Std 8 certificate or lower					249	8	257	1,6	249	8	257	1,6
Std 6 certificate	64	0	64	0,4					64	0	64	0,4
Special teacher's certificate	153	1	154	0,9					153	1	154	0,9
Total	13 661	430	14 091	85,1	2 295	168	2 463	14,9	15 956	598	16 554	100,0
1978												
Full degree	1 195	299	1 494	9,6	133	74	207	1,3	1 328	373	1 701	11,0
Incomplete degree	1 154	28	1 182	7,6	138	7	145	0,9	1 292	35	1 327	8,5
Std 10 certificate (+ secondary teacher's certificate)	2 332	17	2 349	15,1					2 332	17	2 349	15,1
Std 10 certificate (+ primary teacher's certificate)	4 040	198	4 238	27,3					4 040	198	4 238	27,3
Std 10 certificate					1 542	17	1 559	10,0	1 542	17	1 559	10,0
Technical certificate	18	14	32	0,2	12	34	46	0,3	30	48	78	0,5
Std 8 certificate	3 790	6	3 796	24,4					3 790	6	3 796	24,4
Std 8 certificate or lower					278	3	281	1,8	278	3	281	1,8
Std 6 certificate	73	0	73	0,5					73	0	73	0,5
Special teacher's certificate	118	12	130	0,8					118	12	130	0,8
Total	12 720	574	13 294	85,6	2 103	135	2 238	14,4	14 823	709	15 532	100,0

TABLE 7.9 (continued)

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1977												
Full degree	1 079	287	1 366	8,6	86	60	146	0,9	1 165	347	1 512	9,5
Incomplete degree	1 086	34	1 120	7,1	135	12	147	0,9	1 221	46	1 267	8,0
Std 10 certificate (+ secondary teacher's certificate)	1 710	9	1 719	10,8					1 710	9	1 719	10,8
Std 10 certificate (+ primary teacher's certificate)	3 667	192	3 859	24,3					3 667	192	3 859	24,3
Std 10 certificate					1 095	13	1 108	7,0	1 095	13	1 108	7,0
Technical certificate	1	2	3	0,0	7	14	21	0,1	8	16	24	0,2
Std 8 certificate	5 166	8	5 174	32,6					5 166	8	5 174	32,6
Std 8 certificate or lower					867	2	869	5,5	867	2	869	5,5
Std 6 certificate	277	0	277	1,7					277	0	277	1,7
Special teacher's certificate	71	2	73	0,5					71	2	73	0,5
Total	13 057	534	13 591	85,6	2 190	101	2 291	14,4	15 247	635	15 882	100,0
1976												
Full degree	1 031	307	1 338	10,8	55	62	117	0,9	1 086	369	1 455	11,7
Incomplete degree	1 136	39	1 175	9,5	76	3	79	0,6	1 212	42	1 254	10,1
Std 10 certificate (+ secondary teacher's certificate)	1 327	8	1 335	10,8					1 327	8	1 335	10,8
Std 10 certificate (+ primary teacher's certificate)	3 231	197	3 428	27,7					3 231	197	3 428	27,7
Std 10 certificate					632	15	647	5,2	632	15	647	5,2
Technical certificate	0	6	6	0,0	7	15	22	0,2	7	21	28	0,2
Std 8 certificate	3 743	12	3 755	30,3					3 743	12	3 755	30,3
Std 8 certificate or lower					209	3	212	1,7	209	3	212	1,7
Std 6 certificate	128	0	128	1,0					128	0	128	1,0
Special teacher's certificate	137	5	142	1,1					137	5	142	1,1
Total	10 733	574	11 307	91,3	979	98	1 077	8,7	11 712	672	12 384	99,8

TABLE 7.9 (continued)

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1975												
Full degree	1 100	342	1 442	13,9	50	40	90	0,9	1 150	382	1 532	14,8
Incomplete degree	1 161	33	1 194	11,5	66	4	70	0,7	1 227	37	1 264	12,2
Std 10 certificate (+ secondary teacher's certificate)	1 186	3	1 189	11,5					1 186	3	1 189	11,5
Std 10 certificate (+ primary teacher's certificate)	3 016	206	3 222	31,1					3 016	206	3 222	31,1
Std 10 certificate					424	3	427	4,1	424	3	427	4,1
Technical certificate	13	0	13	0,1	8	0	8	0,1	21	0	21	0,2
Std 8 certificate	2 316	12	2 328	22,5					2 316	12	2 328	22,5
Std 8 certificate or lower					142	0	142	1,4	142	0	142	1,4
Std 6 certificate	92	1	93	0,9					92	1	93	0,9
Special teacher's certificate	139	3	142	1,4					139	3	142	1,4
Total	9 023	600	9 623	92,9	690	47	737	7,1	9 713	647	10 360	100,0
1970												
Full degree	528	229	757	21,6	20	30	50	1,4	548	259	807	23,0
Incomplete degree	645	30	675	19,2	57	5	62	1,8	702	35	737	21,0
Std 10 certificate (+ secondary teacher's certificate)	187	9	196	5,6					187	9	196	5,6
Std 10 certificate (+ primary teacher's certificate)	912	84	996	28,3					912	84	996	28,3
Std 10 certificate					68	8	76	2,2	68	8	76	2,2
Technical certificate					2	25	27	0,8	2	25	27	0,8
Std 8 certificate	425	4	429	12,2					425	4	429	12,2
Std 8 certificate or lower					15	2	17	0,5	15	2	17	0,5
Std 6 certificate												
Special teacher's certificate	161	69	230	6,5					161	69	230	6,5
Total	2 858	425	3 283	93,4	162	70	232	6,6	3 020	495	3 515	100,0

TABLE 7.9 (continued)

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1965												
Full degree	357	166	523	23,7	15	24	39	1,8	372	190	562	25,5
Incomplete degree Std 10 certificate (+ secondary teacher's certificate)	203	16	219	9,9					203	16	219	9,9
Std 10 certificate (+ primary teacher's certificate)	0	108	108	4,9					0	108	108	4,9
Std 10 certificate					0	41	41	1,9	0	41	41	1,9
Technical certificate					8	11	19	0,9	8	11	19	0,9
Std 8 certificate	699	0	699	31,7					699	0	699	31,7
Std 8 certificate or lower					137	0	137	6,2	137	0	137	6,2
Std 6 certificate	283	0	283	12,8					283	0	283	12,8
Special teacher's certificate	112	23	135	6,1					112	23	135	6,1
Total	1 654	313	1 967	89,3	160	76	236	10,7	1 814	389	2 203	100,0
1961												
Full degree	552	199	751	35,5	15	3	18	0,8	567	202	769	36,3
Incomplete degree Std 10 certificate (+ secondary teacher's certificate)	110	51	161	7,6					110	51	161	7,6
Std 10 certificate (+ primary teacher's certificate)	0	60	60	2,8					0	60	60	2,8
Std 10 certificate					0	4	4	0,2	0	4	4	0,2
Technical certificate	709	0	709	33,5	76	10	86	4,1	785	10	795	37,6
Std 8 certificate	227	0	227	10,7					227	0	227	10,7
Std 8 certificate or lower Std 6 certificate					22	14	36	1,7	22	14	36	1,7
Special teacher's certificate	38	26	64	3,0					38	26	64	3,0
Total	1 636	336	1 972	93,2	113	31	144	6,8	1 749	367	2 116	100,0

Sources: The same as for Table 7.8.

APPENDIX TO TABLE 7.9 (SECONDARY EDUCATION)

INCLUDING AND EXCLUDING EDUCATION DEPARTMENTS

Year	Including	Excluding	Does not yet as exist
1983	E&T, Bo, Gaz, KaN, KwaN, KwaZ, Leb, Qwaq	Ci, Tr, Ve	-
1982	E&T, Bo, Ci, Gaz, KaN, KwaN, KwaZ, Leb, Qwaq	Tr, Ve	-
1981	E&T, Bo, Ci, Gaz, KaN, KwaN, KwaZ, Leb, Qwaq	Tr, Ve	-
1980	E&T, Bo, Ci, Gaz, KaN, KwaN, KwaZ, Leb, Qwaq	Tr, Ve	-
1979	E&T, Bo, Ci, Gaz, KaN, KwaZ, Leb, Qwaq, Ve	Tr	KwaN
1978	E&T, Bo, Ci, Gaz, KaN, KwaZ, Leb, Qwaq, Ve	Tr	KwaN
1977	BE, Bo, Ci, Gaz, KwaZ, Leb, Qwaq, Ve	Tr	KaN, KwaN
1976	BE, Bo, Ci, Gaz, KwaZ, Leb, Qwaq, Ve	Tr	KaN, KwaN
1975	BE, Bo, Ci, Gaz, KwaZ, Leb, Qwaq, Tr, Ve	-	KaN, KwaN
1970	BE, Bo, Ci, Gaz, Leb, Qwaq, Ve	Tr	KaN, KwaN, KwaZ
1965	BE	Tr	Bo, Ci, Gaz, KaN, KwaN, KwaZ, Leb, Qwaq, Ve
1961	BE	-	Bo, Ci, Gaz, KaN, KwaN, KwaZ, Leb, Qwaq, Tr, Ve

E&T: Education and Training
Bo: Bophuthatswana
Gaz: Gazankulu
KwaN: KwaNdebele
Leb: Lebowa
Tr: Transkei
BE: Black Education
Ci: Ciskei
KaN: KaNgwane
KwaZ: KwaZulu
Qwaq: Qwaqwa
Ve: Venda

TABLE 7.10

TEACHERS ACCORDING TO TYPE OF INSTRUCTION AND QUALIFICATION: 1979 TO 1983
TYPE OF INSTRUCTION: TEACHER TRAINING AND IN-SERVICE TRAINING
INCLUDING EDUCATION DEPARTMENTS: SEE ATTACHED APPENDIX

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1983												
Full degree	192	293	485	51,5	11	29	40	4,3	203	322	525	55,9
Incomplete degree	57	9	66	7,0	3	0	3	0,3	60	9	69	7.3
Std 10 certificate (+ secondary teacher's certificate)	38	8	46	4,9					38	8	46	4,9
Std 10 certificate (+ primary teacher's certificate)	127	128	255	27,1					127	128	255	27,1
Std 10 certificate					0	2	2	0,2	0	2	2	0,2
Technical certificate					2	0	2	0,2	2	0	2	0,2
Std 8 certificate	12	8	20	2,1					12	8	20	2,1
Std 8 certificate or lower												
Std 6 certificate												
Special teacher's certificate	19	3	22	2,3					19	3	22	2,3
Total	445	449	894	95,0	16	31	47	5,0	461	480	941	100,0
1982												
Full degree	103	246	349	41,6	6	24	30	3,6	109	270	379	45,2
Incomplete degree	58	18	76	9,1					58	18	76	9,1
Std 10 certificate (+ secondary teacher's certificate)	55	1	56	6,7					55	1	56	6,7
Std 10 certificate (+ primary teacher's certificate)	127	126	253	30,2					127	126	253	30,2
Std 10 certificate					1	3	4	0,5	1	3	4	0,5
Technical certificate	32	0	32	3,8					32	0	32	3,8
Std 8 certificate	16	1	17	2,0					16	1	17	2,0
Std 8 certificate or lower					1	0	1	0,1	1	0	1	0,1
Std 6 certificate	4	0	4	0,5					4	0	4	0,5
Special teacher's certificate	16	0	16	1,9					16	0	16	1,9
Total	411	392	803	95,8	8	27	35	4,2	419	419	838	100,0

TABLE 7.10 (continued)

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1981												
Full degree	108	197	305	35,7	7	21	28	3,3	115	218	333	39,0
Incomplete degree	44	17	61	7,1	2	1	3	0,4	46	18	64	7,5
Std 10 certificate (+ secondary teacher's certificate)	81	0	81	9,5					81	0	81	9,5
Std 10 certificate (+ primary teacher's certificate)	181	110	291	34,1					181	110	291	34,1
Std 10 certificate					0	5	5	0,6	0	5	5	0,6
Technical certificate	0	1	1	0,1	0	1	1	0,1	0	2	2	0,2
Std 8 certificate	43	0	43	5,0					43	0	43	5,0
Std 8 certificate or lower Std 6 certificate					0	2	2	0,2	0	2	2	0,2
Special teacher's certificate	31	2	33	3,9					31	2	33	3,9
Total	488	327	815	95,4	9	30	39	4,6	497	357	854	100,0
1980												
Full degree	93	150	243	31,3	5	16	21	2,7	98	166	264	34,0
Incomplete degree	48	12	60	7,7	1	1	2	0,3	49	13	62	8,0
Std 10 certificate (+ secondary teacher's certificate)	66	0	66	8,5					66	0	66	8,5
Std 10 certificate (+ primary teacher's certificate)	188	101	289	37,2					188	101	289	37,2
Std 10 certificate					3	2	5	0,6	3	2	5	0,6
Technical certificate												
Std 8 certificate	62	0	62	8,0					62	0	62	8,0
Std 8 certificate or lower Std 6 certificate												
Special teacher's certificate	28	1	29	3,7					28	1	29	3,7
Total	485	264	749	96,4	9	19	28	3,6	494	283	777	100,0

TABLE 7.10 (continued)

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1979												
Full degree	86	131	217	27,8	9	21	30	3,8	95	152	247	31,7
Incomplete degree	48	15	63	8,1	2	0	2	0,3	50	15	65	8,3
Std 10-certificate (+ secondary teacher's certificate)	64	2	66	8,5					64	2	66	8,5
Std 10-certificate (+ primary teacher's certificate)	194	103	297	38,1					194	103	297	38,1
Std 10 certificate					7	4	11	1,4	7	4	11	1,4
Technical certificate	4	0	4	0,5					4	0	4	0,5
Std 8 certificate	67	0	67	8,6					67	0	67	8,6
Std 8 certificate or lower					1	0	1	0,1	1	0	1	0,1
Std 6 certificate												
Special teacher's certificate	20	2	22	2,8					20	2	22	2,8
Total	483	253	736	94,4	19	25	44	5,6	502	278	780	100,0

Sources: The same as for Table 7.8.

APPENDIX TO TABLE 7.10 (TEACHER TRAINING)

INCLUDING AND EXCLUDING EDUCATION DEPARTMENTS

Year	Including	Excluding	Does not yet as exist
1983	E&T, Gaz, KaN, KwaN, KwaZ, Leb, Qwaq	*Bo, Ci, Tr Ve	-
1982	E&T, Ci, Gaz, KaN, KwaN, KwaZ, Leb, Qwaq	*Bo, Tr, Ve	-
1981	E&T, Ci, Gaz, KaN, KwaN, KwaZ, Leb, Qwaq	*Bo, Tr, Ve	-
1980	E&T, Ci, Gaz, KaN, KwaN, KwaZ, Leb, Qwaq	*Bo, Tr, Ve	-
1979	E&T, Ci, Gaz, KaN, KwaZ, Leb, Qwaq, Ve	*Bo, Tr	KwaN
**1978			
**1977			
**1976			
**1975			
**1970			
**1965			
**1961			

* Information for Bophuthatswana is included in secondary education.
** No information available, included in secondary education.

E&T: Education and Training
Bo: Bophuthatswana
Gaz: Gazankulu
KwaN: KwaNdebele
Leb: Lebowa
Tr: Transkei
BE: Black Education
Ci: Ciskei
KaN: KaNgwane
KwaZ: KwaZulu
Qwaq: Qwaqwa
Ve: Venda

- As far as secondary education is concerned, the total percentages of qualified teachers who possess teacher's certificates also vary greatly: 93,2 % in 1961, 93,4 % in 1970, 86,3 % in 1980, 86,6 % in 1982 and 87,4 % in 1983. Since 1975 the largest group of these teachers possess Standard 10 certificates and primary and secondary teacher's certificates. The figures are as follows: in 1975 42,6 %, in 1976 38,5 %, in 1977 35,1 %, in 1978 42,4 %, in 1979 47,0 %, in 1980 45,9 %, in 1981 51,6 %, in 1982 54,9 % and 56,8 % in 1983. The percentage of qualified teachers who have university training (full and incomplete degrees) has decreased since 1975: in 1975 they were 25,4 %, 1976 20,3 %, in 1977 15,7 %, in 1978 17,2 %, in 1979 15,8 %, in 1980 13,4 %, in 1981 15,0 %, in 1982 15,3 % and 15,4 % in 1983. Such a trend certainly does not improve the standard and quality of secondary education.

- In respect of teacher training the lecturing staff is better qualified as is evident from the relevant sections of Tables 7.10 and 7.14 for 1979 to 1983. However there is still too great a percentage of lecturers who have no university training.

With respect to the lecturing staff responsible for technikon training (known as advanced technical training prior to 1982) the percentage of qualified lecturers is not satisfactory. It would appear that the situation is improving, but in 1983 the percentage was once again lower (see Tables 7.11 and 7.14).

In respect of the teaching staff responsible for technical college and vocational training, Tables 7.12 and 7.14 indicate that the picture is not rosy at all. Most of these staff members do not possess

TABLE 7.11

TEACHERS ACCORDING TO TYPE OF INSTRUCTION AND QUALIFICATION: 1970 TO 1983
TYPE OF INSTRUCTION: TECHNIKON TRAINING (KNOWN AS ADVANCED TECHNICAL TRAINING BEFORE 1982)
INCLUDING EDUCATION DEPARTMENTS: SEE ATTACHED APPENDIX

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1983												
Full degree	4	63	67	44,4	6	26	32	21,2	10	89	99	65,6
Incomplete degree Std 10 certificate (+ secondary teacher's certificate)	1	0	1	0,7					1	0	1	0,7
Std 10 certificate (+ primary teacher's certificate)	2	2	4	2,7					2	2	4	2,7
Std 10 certificate	0	5	5	3,3	2	8	10	6,6	2	13	15	9,9
Technical certificate	1	17	18	11,9	3	11	14	9,3	4	28	32	21,2
Std 8 certificate												
Std 8 certificate or lower												
Std 6 certificate												
Special teacher's certificate												
Total	8	87	95	62,9	11	45	56	37,1	19	132	151	100,0
1982												
Full degree	5	35	40	38,8	3	9	12	11,7	8	44	52	50,5
Incomplete degree Std 10 certificate (+ secondary teacher's certificate)	0	1	1	1,0	1	0	1	1,0	1	1	2	1,9
Std 10 certificate (+ primary teacher's certificate)	1	0	1	1,0					1	0	1	1,0
Std 10 certificate	2	20	22	21,4					2	20	22	21,4
Technical certificate					2	10	12	11,7	2	10	12	11,7
Std 8 certificate	0	6	6	5,8	0	5	5	4,9	0	11	11	10,7
Std 8 certificate or lower	1	0	1	1,0					1	0	1	1,0
Std 6 certificate					2	0	2	1,9	2	0	2	1,9
Special teacher's certificate												
Total	9	62	71	68,9	8	24	32	31,1	17	86	103	100,0

TABLE 7.11 (continued)

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1981												
Full degree	3	23	26	34,2	1	11	12	15,8	4	34	38	50,0
Incomplete degree	1	1	2	2,6	1	1	2	2,6	2	2	4	5,3
Std 10 certificate (+ secondary teacher's certificate)	1	0	1	1,3					1	0	1	1,3
Std 10 certificate (+ primary teacher's certificate)	1	8	9	11,8					1	8	9	11,8
Std 10 certificate					3	7	10	13,2	3	7	10	13,2
Technical certificate	1	6	7	9,2	1	6	7	9,2	2	12	14	18,4
Std 8 certificate												
Std 8 certificate or lower												
Std 6 certificate												
Special teacher's certificate												
Total	7	38	45	59,2	6	25	31	40,8	13	63	76	100,0
1980												
Full degree	0	16	16	32,0	1	5	6	12,0	1	21	22	44,0
Incomplete degree	0	1	1	2,0	0	1	1	2,0	0	2	2	4,0
Std 10 certificate (+ secondary teacher's certificate)	0	1	1	2,0					0	1	1	2,0
Std 10 certificate (+ primary teacher's certificate)	1	4	5	10,0					1	4	5	10,0
Std 10 certificate					3	6	9	18,0	3	6	9	18,0
Technical certificate	1	3	4	8,0	1	6	7	14,0	2	9	11	22,0
Std 8 certificate												
Std 8 certificate or lower												
Std 6 certificate												
Special teacher's certificate												
Total	2	25	27	54,0	5	18	23	46,0	7	43	50	100,0

TABLE 7.11 (continued)

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1979												
Full degree	2	3	5	13,9	0	7	7	19,4	2	10	12	33,3
Incomplete degree	0	1	1	2,8	0	1	1	2,8	0	2	2	5,6
Std 10 certificate (+ secondary teacher's certificate)												
Std 10 certificate (+ primary teacher's certificate)	1	1	2	5,6					1	1	2	5,6
Std 10 certificate					3	4	7	19,4	3	4	7	19,4
Technical certificate	1	6	7	19,4	1	5	6	16,7	2	11	13	36,1
Std 8 certificate												
Std 8 certificate or lower												
Std 6 certificate												
Special teacher's certificate												
Total	4	11	15	41,7	4	17	21	58,3	8	28	36	100,0
1978												
Full degree	1	5	6	16,7	0	8	8	22,2	1	13	14	38,9
Incomplete degree	0	1	1	2,8					0	1	1	2,8
Std 10 certificate (+ secondary teacher's certificate)												
Std 10 certificate (+ primary teacher's certificate)	1	0	1	2,8					1	0	1	2,8
Std 10 certificate					2	4	6	16,7	2	4	6	16,7
Technical certificate	1	7	8	22,2	1	5	6	16,7	2	12	14	38,9
Std 8 certificate												
Std 8 certificate or lower												
Std 6 certificate												
Special teacher's certificate												
Total	3	13	16	44,4	3	17	20	55,6	6	30	36	100,0

TABLE 7.11 (continued)

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1977												
Full degree	1	6	7	14,9	1	9	10	21,3	2	15	17	36,2
Incomplete degree	0	2	2	4,3	0	3	3	6,4	0	5	5	10,6
Std 10 certificate (+ secondary teacher's certificate)												
Std 10 certificate (+ primary teacher's certificate)	1	6	7	14,9					1	6	7	14,9
Std 10 certificate					2	2	4	8,5	2	2	4	8,5
Technical certificate	1	5	6	12,8	1	7	8	17,0	2	12	14	29,8
Std 8 certificate												
Std 8 certificate or lower												
Std 6 certificate												
Special teacher's certificate												
Total	3	19	22	46,8	4	21	25	53,2	7	40	47	100,0
1976												
Full degree	1	6	7	18,9	0	7	7	18,9	1	13	14	37,8
Incomplete degree	0	3	3	8,1	0	1	1	2,7	0	4	4	10,8
Std 10 certificate (+ secondary teacher's certificate)												
Std 10 certificate (+ primary teacher's certificate)	1	9	10	27,0					1	9	10	27,0
Std 10 certificate												
Technical certificate	1	4	5	13,5	0	4	4	10,8	1	8	9	24,3
Std 8 certificate												
Std 8 certificate or lower												
Std 6 certificate												
Special teacher's certificate												
Total	3	22	25	67,6	0	12	12	32,4	3	34	37	100,0

TABLE 7.11 (continued)

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1975												
Full degree	1	8	9	34,6	0	1	1	3,8	1	9	10	38,5
Incomplete degree	0	1	1	3,8	1	0	1	3,8	1	1	2	7,7
Std 10 certificate (+ secondary teacher's certificate)												
Std 10 certificate (+ primary teacher's certificate)	1	7	8	30,8					1	7	8	30,8
Std 10 certificate												
Technical certificate	0	3	3	11,5	1	2	3	11,5	1	5	6	23,1
Std 8 certificate												
Std 8 certificate or lower												
Std 6 certificate												
Special teacher's certificate												
Total	2	19	21	80,8	2	3	5	19,2	4	22	26	100,0
1970												
Full degree	1	3	4	28,6	0	1	1	7,1	1	4	5	35,7
Incomplete degree	1	0	1	7,1	0	1	1	7,1	1	1	2	14,3
Std 10 certificate (+ secondary teacher's certificate)												
Std 10 certificate (+ primary teacher's certificate)												
Std 10 certificate												
Technical certificate					1	2	3	21,4	1	2	3	21,4
Std 8 certificate												
Std 8 certificate or lower												
Std 6 certificate												
Special teacher's certificate	1	3	4	28,6					1	3	4	28,6
Total	3	6	9	64,3	1	4	5	35,7	4	10	14	100,0

Sources: The same as for Table 7.8.

APPENDIX TO TABLE 7.11 (TECHNIKON TRAINING)

INCLUDING AND EXCLUDING EDUCATION DEPARTMENTS

Year	Including	Excluding	Does not yet as exist
*1983	Bo (151) E+T, Bo, KwaZ	Ci, Gaz, KaN, KwaN, Leb, Qwaq, Tr, Ve	-
1982	E&T, Bo, KwaZ	Ci, Gaz, KaN, KwaN Leb, Qwaq, Tr, Ve	-
1981	E&T, Bo, KwaZ	Ci, Gaz, KaN, KwaN Leb, Qwaq, Tr, Ve	-
1980	E&T, Bo, KwaZ	Ci, Gaz, KaN, KwaN, Leb, Qwaq, Tr, Ve	-
1979	E&T, Bo, KwaZ	Ci, Gaz, KaN, Leb, Qwaq, Tr, Ve	KwaN
1978	E&T, Bo, KwaZ	Ci, Gaz, KaN, Leb, Qwaq, Tr, Ve	KwaN
1977	BE, Bo, KwaZ	Ci, Gaz, Leb, Qwaq, Tr, Ve	KaN, KwaN
1976	BE, Bo, KwaZ	Ci, Gaz, Leb, Qwaq, Tr, Ve	KaN, KwaN
1975	BE, KwaZ	Bo, Ci, Gaz, Leb, Qwaq, Tr, Ve	KaN, KwaN
1970	BE	Bo, Ci, Gaz, Leb, Qwaq, Tr, Ve	KaN, KwaN, KwaZ

* Number in brackets includes E&T, Bo, KwaZ, but the qualifications of the lecturers of E&T and KwaZ are not available.

TABLE 7.12

TEACHERS ACCORDING TO TYPE OF INSTRUCTION AND QUALIFICATION: 1961 TO 1983
TYPE OF INSTRUCTION: TECHNICAL COLLEGE AND VOCATIONAL TRAINING
INCLUDING EDUCATION DEPARTMENTS: SEE ATTACHED APPENDIX

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1983												
Full degree	1	29	30	5,1	0	9	9	1,5	1	38	39	6,6
Incomplete degree	3	6	9	1,5	0	1	1	0,2	3	7	10	1,7
Std 10 certificate (+ secondary teacher's certificate)	11	23	34	5,7					11	23	34	5,7
Std 10 certificate (+ primary teacher's certificate)	15	82	97	16,4					15	82	97	16,4
Std 10 certificate					17	108	125	21,1	17	108	125	21,1
Technical certificate	10	7	17	2,9	17	59	76	12,8	27	66	93	15,7
Std 8 certificate	33	19	52	8,8					33	19	52	8,8
Std 8 certificate or lower					38	104	142	24,0	38	104	142	24,0
Std 6 certificate												
Special teacher's certificate												
Total	73	166	239	40,4	72	281	353	59,6	145	447	592	100,0
1982												
Full degree	1	24	25	5,7	0	3	3	0,7	1	27	28	6,4
Incomplete degree	3	4	7	1,6					3	4	7	1,6
Std 10 certificate (+ secondary teacher's certificate)	7	4	11	2,5					7	4	11	2,5
Std 10 certificate (+ primary teacher's certificate)	3	41	44	10,1					3	41	44	10,1
Std 10 certificate					8	33	41	9,4	8	33	41	9,4
Technical certificate	18	22	40	9,2	45	154	199	45,6	63	176	239	54,8
Std 8 certificate	22	0	22	5,0					22	0	22	5,0
Std 8 certificate or lower					20	21	41	9,4	20	21	41	9,4
Std 6 certificate	1	0	1	0,2					1	0	1	0,2
Special teacher's certificate	2	0	2	0,5					2	0	2	0,5
Total	57	95	152	34,9	73	211	284	65,1	130	306	*436	100,0

TABLE 7.12 (continued)

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1981												
Full degree	0	13	13	3,2	0	1	1	0,2	0	14	14	3,4
Incomplete degree Std 10 certificate	2	0	2	0,5					2	0	2	0,5
(+ secondary teacher's certificate)	3	1	4	1,0					3	1	4	1,0
Std 10 certificate (+ primary teacher's certificate)	12	26	38	9,3					12	26	38	9,3
Std 10 certificate					7	34	41	10,0	7	34	41	10,0
Technical certificate	7	21	28	6,8	64	115	179	43,7	71	136	207	50,5
Std 8 certificate	27	0	27	6,6					27	0	27	6,6
Std 8 certificate or lower Std 6 certificate					38	38	76	18,5	38	38	76	18,5
Special teacher's certificate	1	0	1	0,2					1	0	1	0,2
Total	52	61	113	27,6	109	188	297	72,4	161	249	*410	100,0
1980												
Full degree	4	10	14	4,1					4	10	14	4,1
Incomplete degree Std 10 certificate	1	1	2	0,6					1	1	2	0,6
(+ secondary teacher's certificate)	2	0	2	0,6					2	0	2	0,6
Std 10 certificate (+ primary teacher's certificate)	6	17	23	6,7					6	17	23	6,7
Std 10 certificate					1	23	24	7,0	1	23	24	7,0
Technical certificate	2	11	13	3,8	55	125	180	52,5	57	136	193	56,3
Std 8 certificate	18	1	19	5,5					18	1	19	5,5
Std 8 certificate or lower Std 6 certificate					32	33	65	19,0	32	33	65	19,0
Special teacher's certificate	1	0	1	0,3					1	0	1	0,3
Total	34	40	74	21,6	88	181	269	78,4	122	221	*343	100,0

TABLE 7.12 (continued)

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1979												
Full degree	1	7	8	2,5					1	7	8	2,5
Incomplete degree	1	0	1	0,3	2	0	2	0,6	3	0	3	0,9
Std 10 certificate (+ secondary teacher's certificate)	1	1	2	0,6					1	1	2	0,6
Std 10 certificate (+ primary teacher's certificate)	2	7	9	2,8					2	7	9	2,8
Std 10 certificate					9	22	31	9,6	9	22	31	9,6
Technical certificate	1	11	12	3,7	53	106	159	49,1	54	117	171	52,8
Std 8 certificate	10	3	13	4,0					10	3	13	4,0
Std 8 certificate or lower					40	43	83	25,6	40	43	83	25,6
Std 6 certificate	1	0	1	0,3					1	0	1	0,3
Special teacher's certificate	3	0	3	0,9					3	0	3	0,9
Total	20	29	49	15,1	104	171	275	84,9	124	200	*324	100,0
1978												
Full degree	1	3	4	1,3	1	1	2	0,7	2	4	6	2,0
Incomplete degree	2	0	2	0,7	2	2	4	1,3	4	2	6	2,0
Std 10 certificate (+ secondary teacher's certificate)												
Std 10 certificate (+ primary teacher's certificate)	4	10	14	4,7					4	10	14	4,7
Std 10 certificate					3	13	16	5,3	3	13	16	5,3
Technical certificate	1	10	11	3,7	44	97	141	46,8	45	107	152	50,5
Std 8 certificate	16	0	16	5,3					16	0	16	5,3
Std 8 certificate or lower					57	31	88	29,2	57	31	88	29,2
Std 6 certificate	1	0	1	0,3					1	0	1	0,3
Special teacher's certificate	2	0	2	0,7					2	0	2	0,7
Total	27	23	50	16,6	107	144	251	83,4	134	167	*301	100,0

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TABLE 7.12 (continued)

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1977												
Full degree	1	4	5	1,1	0	4	4	0,9	1	8	9	2,0
Incomplete degree Std 10 certificate (+ secondary teacher's certificate)	6	0	6	1,4					6	0	6	1,4
Std 10 certificate (+ primary teacher's certificate)	25	19	44	9,9					25	19	44	9,9
Std 10 certificate					6	13	19	4,3	6	13	19	4,3
Technical certificate	10	24	34	7,7	44	110	154	34,8	54	134	188	42,4
Std 8 certificate	93	0	93	21,0					93	0	93	21,0
Std 8 certificate or lower					55	24	79	17,8	55	24	79	17,8
Std 6 certificate	3	0	3	0,7					3	0	3	0,7
Special teacher's certificate	2	0	2	0,5					2	0	2	0,5
Total	140	47	187	42,2	105	151	256	57,8	245	198	*443	100,0
1976												
Full degree	1	9	10	2,6	1	1	2	0,5	2	10	12	3,1
Incomplete degree	0	2	2	0,5	1	0	1	0,3	1	2	3	0,8
Std 10 certificate (+ secondary teacher's certificate)	4	1	5	1,3					4	1	5	1,3
Std 10 certificate (+ primary teacher's certificate)	21	10	31	8,0					21	10	31	8,0
Std 10 certificate					10	11	21	5,4	10	11	21	5,4
Technical certificate	9	22	31	8,0	60	87	147	38,0	69	109	178	46,0
Std 8 certificate	58	3	61	15,8					58	3	61	15,8
Std 8 certificate or lower					39	20	59	15,2	39	20	59	15,2
Std 6 certificate	8	0	8	2,1					8	0	8	2,1
Special teacher's certificate	8	1	9	2,3					8	1	9	2,3
Total	109	48	157	40,6	111	119	230	59,4	220	167	*387	100,0

TABLE 7.12 (continued)

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1975												
Full degree	1	4	5	1,4	1	1	2	0,6	2	5	7	2,0
Incomplete degree					1	0	1	0,3	1	0	1	0,3
Std 10 certificate (+ secondary teacher's certificate)	3	0	3	0,9					3	0	3	0,9
Std 10 certificate (+ primary teacher's certificate)	15	21	36	10,2					15	21	36	10,2
Std 10 certificate					11	4	15	4,3	11	4	15	4,3
Technical certificate	4	27	31	8,8	81	98	179	50,9	85	125	210	59,7
Std 8 certificate	18	1	19	5,4					18	1	19	5,4
Std 8 certificate or lower					24	17	41	11,6	24	17	41	11,6
Std 6 certificate	4	0	4	1,1					4	0	4	1,1
Special teacher's certificate	14	2	16	4,5					14	2	16	4,5
Total	59	55	114	32,4	118	120	238	67,6	177	175	352	100,0
1970												
Full degree	0	4	4	2,5					0	4	4	2,5
Incomplete degree												
Std 10 certificate (+ secondary teacher's certificate)	0	1	1	0,6					0	1	1	0,6
Std 10 certificate (+ primary teacher's certificate)	8	2	10	6,3					8	2	10	6,3
Std 10 certificate					1	2	3	1,9	1	2	3	1,9
Technical certificate					15	45	60	37,7	15	45	60	37,7
Std 8 certificate	9	0	9	5,7					9	0	9	5,7
Std 8 certificate or lower					23	13	36	22,6	23	13	36	22,6
Std 6 certificate												
Special teacher's certificate	26	10	36	22,6					26	10	36	22,6
Total	43	17	60	37,7	39	60	99	62,3	82	77	*159	100,0

TABLE 7.12 (continued)

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1965												
Full degree	0	3	3	2,6					0	3	3	2,6
Incomplete degree Std 10 certificate (+ secondary teacher's certificate)												
Std 10 certificate (+ primary teacher's certificate)	0	2	2	1,7					0	2	2	1,7
Std 10 certificate					0	10	10	8,7	0	10	10	8,7
Technical certificate					20	43	63	54,8	20	43	63	54,8
Std 8 certificate	3	0	3	2,6					3	0	3	2,6
Std 8 certificate or lower					25	0	25	21,7	25	0	25	21,7
Std 6 certificate	3	0	3	2,6					3	0	3	2,6
Special teacher's certificate	2	4	6	5,2					2	4	6	5,2
Total	8	9	17	14,8	45	53	98	85,2	53	62	*115	100,0
1961												
Full degree	2	2	4	3,1					2	2	4	3,1
Incomplete degree Std 10 certificate (+ secondary teacher's certificate)	5	2	7	5,4					5	2	7	5,4
Std 10 certificate (+ primary teacher's certificate)	0	3	3	2,3					0	3	3	2,3
Std 10 certificate					0	2	2	1,6	0	2	2	1,6
Technical certificate					53	30	83	64,3	53	30	83	64,3
Std 8 certificate	6	0	6	4,7					6	0	6	4,7
Std 8 certificate or lower					1	2	3	2,3	1	2	3	2,3
Std 6 certificate	8	0	8	6,2					8	0	8	6,2
Special teacher's certificate	0	13	13	10,1					0	13	13	10,1
Total	21	20	41	31,8	54	34	88	68,2	75	54	129	100,0

Sources: The same as for Table 7.8.

* In 1982 the total 559 includes Tr, Ve, excludes KwaN.
* In 1981 the total 510 includes Tr, Ve, excludes KwaN.
* In 1980 the total 448 includes Tr, Ve, excludes KwaN.
* In 1979 the total 387 includes Tr, excludes KaN.
* In 1978 the total 359 includes Tr, excludes KaN.
* In 1977 the total 467 includes Tr.
* In 1976 the total 405 includes Tr.
* In 1970 the total 191 includes Tr.
* In 1965 the total 136 includes Tr.

APPENDIX TO TABLE 7.12 (TECHNICAL COLLEGE AND VOCATIONAL TRAINING)

INCLUDING AND EXCLUDING EDUCATION DEPARTMENTS

Year	Including	Excluding	Does not yet as exist
1983	E&T, Bo, Gaz, KaN, KwaN, KwaZ, Leb, Qwaq	Ci, Tr, Ve	-
1982	E&T, Bo, Ci, Gaz, KaN, KwaZ, Leb, Qwaq	KwaN, Tr, Ve	-
1981	E&T, Bo, Ci, Gaz, KaN, KwaZ, Leb, Qwaq	KwaN, Tr, Ve	-
1980	E&T, Bo, Ci, Gaz, KaN, KwaZ, Leb, Qwaq	KwaN, Tr, Ve	-
1979	E&T, Bo, Ci, Gaz, KwaZ, Leb, Qwaq, Ve	KaN, Tr	KwaN
1978	E&T, Bo, Ci, Gaz, KwaZ, Leb, Qwaq, Ve	KaN, Tr	KwaN
1977	BE, Bo, Ci, Gaz, KwaZ, Leb, Qwaq, Ve	Tr	KaN, KwaN
1976	BE, Bo, Ci, Gaz, KwaZ, Leb, Qwaq, Ve	Tr	KaN, KwaN
1975	BE, Bo, Ci, Gaz, KwaZ, Leb, Qwaq, Tr, Ve	-	KaN, KwaN
1970	BE, Bo, Ci, Gaz, Leb, Qwaq, Ve	Tr	KaN, KwaN, KwaZ
1965	BE	Tr	Bo, Ci, Gaz, KaN, KwaN, KwaZ, Leb, Qwaq, Ve
1961	BE	-	Bo, Ci, Gaz, KaN, KwaN, KwaZ, Leb, Qwaq, Tr, Ve

E&T: Education and Training
Bo: Bophuthatswana
Gaz: Gazankulu
KwaN: KwaNdebele
Leb: Lebowa
Tr: Transkei
BE: Black Education
Ci: Ciskei
KaN: KaNgwane
KwaZ: KwaZulu
Qwaq: Qwaqwa
Ve: Venda

teacher's certificates. In 1978 83,4 % of this teaching staff had no teacher's certificates, in 1979 84,9 %, in 1980 78,4 %, in 1981 72,4 %, in 1982 65,1 % and 59,5 % in 1983. Although this percentage is decreasing, the fact that almost two-thirds of this teaching staff possessed no teaching certificates is serious cause for concern with regard to the immediate future. Justice cannot be done to career oriented education under such circumstances. Real efforts must be made in order to eliminate this backlog as soon as possible.

In respect of special education it would appear, according to Tables 7.13 and 7.14, that the teaching staff concerned here possess reasonably satisfactory education qualifications.

7.7 STATISTICS ON PUPIL : TEACHER RATIOS IN TERMS OF TYPE OF INSTRUCTION FOR BLACK EDUCATION AS A WHOLE FOR THE PERIOD 1961 TO 1983

These statistics are summarized in Table 7.15.

For primary education the pupil : teacher ratios for the respective years are as follows:

1961 : 60,8	1978 : 55,1
1965 : 60,2	1979 : 53,8
1970 : 65,1	1980 : 53,8
1975 : 58,8	1981 : 53,3
1976 : 56,3	1982 : 50,2
1977 : 54,3	1983 : 48,4

For secondary education the relevant ratios are as follows:

TABLE 7.13

TEACHERS ACCORDING TO TYPE OF INSTRUCTION AND QUALIFICATION: 1975 TO 1983
TYPE OF INSTRUCTION: SPECIAL EDUCATION
INCLUDING EDUCATION DEPARTMENTS: SEE ATTACHED APPENDIX

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1983												
Full degree	1	13	14	4,9	1	1	2	0,7	2	14	16	5,7
Incomplete degree	2	0	2	0,7	0	1	1	0,4	2	1	3	1,1
Std 10 certificate (+ secondary teacher's certificate)	1	1	2	0,7					1	1	2	0,7
Std 10 certificate (+ primary teacher's certificate)	36	6	42	14,8					36	6	42	14,8
Std 10 certificate					1	0	1	0,4	1	0	1	0,4
Technical certificate					1	0	1	0,4	1	0	1	0,4
Std 8 certificate	102	1	103	36,4					102	1	103	36,4
Std 8 certificate or lower					8	2	10	3,5	8	2	10	3,5
Std 6 certificate	14	2	16	5,7					14	2	16	5,7
Special teacher's certificate	75	14	89	31,4					75	14	89	31,4
Total	231	37	268	94,7	11	4	15	5,3	242	41	283	100,0
1982												
Full degree	3	26	29	7,9					3	26	29	7,9
Incomplete degree	2	1	3	0,8					2	1	3	0,8
Std 10 certificate (+ secondary teacher's certificate)	4	0	4	1,1					4	0	4	1,1
Std 10 certificate (+ primary teacher's certificate)	41	16	57	15,4					41	16	57	15,4
Std 10 certificate					2	0	2	0,5	2	0	2	0,5
Technical certificate					1	1	2	0,5	1	1	2	0,5
Std 8 certificate	138	1	139	37,7					138	1	139	37,7
Std 8 certificate or lower					15	1	16	4,3	15	1	16	4,3
Std 6 certificate	14	0	14	3,8					14	0	14	3,8
Special teacher's certificate	93	10	103	27,9					93	10	103	27,9
Total	295	54	349	94,6	18	2	20	5,4	313	56	369	100,0

TABLE 7.13 (continued)

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1981												
Full degree	1	10	11	3,6					1	10	11	3,6
Incomplete degree Std 10 certificate (+ secondary teacher's certificate)	0	3	3	1,0					0	3	3	1,0
Std 10 certificate (+ primary teacher's certificate)	1	0	1	0,3					1	0	1	0,3
Std 10 certificate	19	6	25	8,3					19	6	25	8,3
Technical certificate					1	0	1	0,3	1	0	1	0,3
Std 8 certificate	114	1	115	38,0	1	2	3	1,0	1	2	3	1,0
Std 8 certificate or lower					27	0	27	8,9	114	1	115	38,0
Std 6 certificate	11	0	11	3,6					27	0	27	8,9
Special teacher's certificate	91	15	106	35,0					11	0	11	3,6
Total	237	35	272	89,8	29	2	31	10,2	91	15	106	35,0
									266	37	303	100,0
1980												
Full degree	1	8	9	4,1					1	8	9	4,1
Incomplete degree Std 10 certificate (+ secondary teacher's certificate)	1	0	1	0,5					1	0	1	0,5
Std 10 certificate (+ primary teacher's certificate)	10	4	14	6,4					10	4	14	6,4
Std 10 certificate					2	0	2	0,9	2	0	2	0,9
Technical certificate					1	1	2	0,9	1	1	2	0,9
Std 8 certificate	77	0	77	35,0					77	0	77	35,0
Std 8 certificate or lower					7	0	7	3,2	7	0	7	3,2
Std 6 certificate	17	0	17	7,7					17	0	17	7,7
Special teacher's certificate	76	15	91	41,4					76	15	91	41,4
Total	182	27	209	95,0	10	1	11	5,0	192	28	220	100,0

TABLE 7.13 (continued)

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1979												
Full degree	0	8	8	3,4					0	8	8	3,4
Incomplete degree												
Std 10 certificate (+ secondary teacher's certificate)												
Std 10 certificate (+ primary teacher's certificate)	12	10	22	9,5					12	10	22	9,5
Std 10 certificate					0	1	1	0,4	0	1	1	0,4
Technical certificate					1	0	1	0,4	1	0	1	0,4
Std 8 certificate	108	0	108	46,4					108	0	108	46,4
Std 8 certificate or lower					7	0	7	3,0	7	0	7	3,0
Std 6 certificate	13	0	13	5,6					13	0	13	5,6
Special teacher's certificate	57	16	73	31,3					57	16	73	31,3
Total	190	34	224	96,2	8	1	9	3,8	198	35	233	100,0
1978												
Full degree	0	10	10	4,4					0	10	10	4,4
Incomplete degree												
Std 10 certificate (+ secondary teacher's certificate)												
Std 10 certificate (+ primary teacher's certificate)	9	7	16	7,1					9	7	16	7,1
Std 10 certificate												
Technical certificate	1	0	1	0,4	1	2	3	1,3	2	2	4	1,7
Std 8 certificate	108	2	110	48,9					108	2	110	48,9
Std 8 certificate or lower					7	0	7	3,1	7	0	7	3,1
Std 6 certificate	15	0	15	6,7					15	0	15	6,7
Special teacher's certificate	51	12	63	28,0					51	12	63	28,0
Total	184	31	215	95,6	8	2	10	4,4	192	33	225	100,0

TABLE 7.13 (continued)

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1977												
Full degree	2	10	12	5,8	0	2	2	1,0	2	12	14	6,8
Incomplete degree	3	1	4	1,9					3	1	4	1,9
Std 10 certificate (+ secondary teacher's certificate)												
Std 10 certificate (+ primary teacher's certificate)	10	6	16	7,8					10	6	16	7,8
Std 10 certificate Technical certificate	9	2	11	5,3	3	0	3	1,5	12	2	14	6,8
Std 8 certificate	86	0	86	41,7					86	0	86	41,7
Std 8 certificate or lower					3	0	3	1,5	3	0	3	1,5
Std 6 certificate	19	0	19	9,2					19	0	19	9,2
Special teacher's certificate	39	11	50	24,3					39	11	50	24,3
Total	168	30	198	96,1	6	2	8	3,9	174	32	206	100,0
1976												
Full degree	3	7	10	5,2					3	7	10	5,2
Incomplete degree	1	1	2	1,0					1	1	2	1,0
Std 10 certificate (+ secondary teacher's certificate)												
Std 10 certificate (+ primary teacher's certificate)	11	8	19	9,8					11	8	19	9,8
Std 10 certificate Technical certificate					3	1	4	2,1	3	1	4	2,1
Std 8 certificate	77	4	81	42,0					77	4	81	42,0
Std 8 certificate or lower					5	1	6	3,1	5	1	6	3,1
Std 6 certificate	18	0	18	9,3					18	0	18	9,3
Special teacher's certificate	41	12	53	27,5					41	12	53	27,5
Total	151	32	183	94,8	8	2	10	5,2	159	34	193	100,0

TABLE 7.13 (continued)

Qualification	Qualified: With teacher's certificate				Unqualified: Without teacher's certificate				Total			
	Black	White	Subtotal	%	Black	White	Subtotal	%	Black	White	Subtotal	%
1975												
Full degree	5	15	20	8,7					5	15	20	8,7
Incomplete degree	0	1	1	0,4					0	1	1	0,4
Std 10 certificate (+ secondary teacher's certificate)	1	0	1	0,4					1	0	1	0,4
Std 10 certificate (+ primary teacher's certificate)	19	7	26	11,4					19	7	26	11,4
Std 10 certificate Technical certificate												
Std 8 certificate	99	1	100	43,7					99	1	100	43,7
Std 8 certificate or lower					10	1	11	4,8	10	1	11	4,8
Std 6 certificate	35	0	35	15,3					35	0	35	15,3
Special teacher's certificate	23	12	35	15,3					23	12	35	25,3
Total	182	36	218	95,2	10	1	11	4,8	192	37	229	100,0

Sources: The same as for Table 7.8.

APPENDIX TO TABLE 7.13 (SPECIAL EDUCATION)

INCLUDING AND EXCLUDING EDUCATION DEPARTMENTS

Year	Including	Excluding	Does not yet as exist
1983	E&T, Bo	Ci, Gaz, KaN, KwaN, KwaZ,Leb,Qwaq, Tr, Ve	-
1982	E&T, Bo, Ci, Gaz, KwaZ, Leb, Qwaq	KaN, KwaN, Tr, Ve	-
1981	E&T, Bo, Ci, Gaz, KwaZ, Leb, Qwaq	KaN, KwaN, Tr, Ve	-
1980	E&T, Bo, Ci, Gaz, KwaZ, Leb, Qwaq	KaN, KwaN, Tr, Ve	-
1979	E&T, Bo, Ci, Gaz, KwaZ Leb, Qwaq, Ve	KaN, Tr	KwaN
1978	E&T, Bo, Ci, Gaz, KwaZ, Leb, Qwaq, Ve	KaN, Tr	KwaN
1977	BE, Bo, Ci, Gaz, KwaZ, Leb, Qwaq, Ve	Tr	KaN, KwaN
1976	BE, Bo, Gaz, KwaZ, Leb, Qwaq, Ve	Ci, Tr	KaN, KwaN
1975	Bo, Ci, Gaz, KwaZ, Leb, Qwaq, Tr, Ve	BE	KaN, KwaN

E&T: Education and Training
Bo: Bophuthatswana
Gaz: Gazankulu
KwaN: KwaNdebele
Leb: Lebowa
Tr: Transkei
BE: Black Education
Ci: Ciskei
KaN: KaNgwane
KwaZ: KwaZulu
Qwaq: Qwaqwa
Ve: Venda

TABLE 7.14

SUMMARY OF TABLES 7.8 TO 7.13: PERCENTAGE OF TEACHERS ACCORDING TO QUALIFICATION AND TYPE OF INSTRUCTION: 1961 TO 1983

Year	Qualified with teacher's certificate and									Unqualified without teacher's certificate and						Total	
	Full degree	Incomplete degree	Std 10 cert. (+ sec.teach. cert.)	Std 10 cert. (+ prim.teach. cert.)	Technical cert.	Std 8 cert.	Std 6 cert.	Special teach. cert.	Subtotal	Full degree	Incomplete degree	Std 10 cert.	Technical cert.	Std 8 cert. and lower	Subtotal	100	N
Primary education																	
1983	0,0	0,2	0,3	11,0	0,7	56,8	9,9	0,2	79,1	0,0	0,3	1,4	0,4	18,8	20,9	100,0	76 227
1982	0,0	0,1	0,1	7,9		62,0	12,3	0,1	82,3	0,1		2,2	0,0	15,4	17,7	100,0	75 353
1981	0,0	0,1	0,1	6,2	0,1	62,7	13,5	0,1	82,8	0,0	0,0	1,7	0,0	15,5	17,2	100,0	71 090
1980	0,0	0,1	0,0	5,3		63,0	13,6	0,1	84,1	0,0	0,0	0,9		15,0	15,9	100,0	64 418
1979	0,0	0,1	0,0	4,3		62,6	16,5	0,1	83,6			0,7		15,7	16,4	100,0	63 619
1978	0,0	0,1	0,0	3,5	0,0	58,4	18,5	0,1	80,6	0,0	0,0	0,6		18,8	19,4	100,0	58 720
1977	0,1	0,2	0,2	3,3	0,0	54,1	20,6	0,1	78,6	0,0	0,0	0,6	0,0	20,8	21,4	100,0	53 617
1976	0,0	0,1	0,1	2,9		52,9	22,6	0,2	78,8	0,0	0,0	0,3		20,9	21,2	100,0	50 341
1975	0,0	0,2	0,0	3,7	0,0	53,9	24,6	0,1	82,5	0,0	0,0	0,2	0,0	17,3	17,5	100,0	57 505
1970	0,0	0,3	0,1	6,3		71,2		0,8	78,7	0,0	0,0	0,4	0,1	20,8	21,3	100,0	35 003
1965	0,1		0,1	0,1		31,0	47,5	1,2	80,0	0,0		0,1	0,1	19,8	20,0	100,0	26 374
1961	0,4		0,2	0,1		34,0	56,4	0,5	91,6	0,0		0,0	0,7	7,7	8,4	100,0	25 583

TABLE 7.14 (continued)

Year	Qualified with teacher's certificate and									Unqualified without teacher's certificate and						Total	
	Full degree	Incomplete degree	Std 10 cert. (+ sec.teach. cert.)	Std 10 cert. (+ prim.teach. cert.)	Technical cert.	Std 8 cert.	Std 6 cert.	Special teach. cert.	Subtotal	Full degree	Incomplete degree	Std 10 cert.	Technical cert.	Std 8 cert. and lower	Subtotal	100	N
Secondary education																	
1983	8,9	6,5	27,6	29,2	0,7	13,0	0,3	1,2	87,4	2,3	2,3	3,0	1,1	3,9	12,6	100,0	24 923
1982	9,3	6,0	23,6	31,3	0,3	15,2	0,3	0,6	86,6	1,0	0,4	10,6	0,3	1,1	13,4	100,0	23 267
1981	8,9	6,1	20,8	30,8	0,2	17,8	0,3	1,1	86,0	1,0	0,5	11,1	0,3	1,1	14,0	100,0	21 037
1980	7,3	6,1	17,4	28,5	4,6	21,3	0,4	0,7	86,3	1,1	0,7	10,3	0,3	1,3	13,7	100,0	19 106
1979	8,9	7,8	18,6	28,4	0,2	20,8	0,4	0,9	85,1	1,5	0,9	10,7	0,3	1,6	14,9	100,0	16 554
1978	9,6	7,6	15,1	27,3	0,2	24,4	0,5	0,8	85,6	1,3	0,9	10,0	0,3	1,8	14,4	100,0	15 532
1977	8,6	7,1	10,8	24,3	0,0	32,6	1,7	0,5	85,6	0,9	0,9	7,0	0,1	5,5	14,4	100,0	15 882
1976	10,8	9,5	10,8	27,7	0,0	30,3	1,0	1,1	91,3	0,9	0,6	5,2	0,2	1,7	8,7	100,0	12 384
1975	13,9	11,5	11,5	31,1	0,1	22,5	0,9	1,4	92,9	0,9	0,7	4,1	0,1	1,4	7,1	100,0	10 360
1970	21,6	19,2	5,6	28,3		12,2		6,5	93,4	1,4	1,8	2,2	0,8	0,5	6,6	100,0	3 515
1965	23,7		9,9	4,9		31,7	12,8	6,1	89,3	1,8		1,9	0,9	6,2	10,7	100,0	2 203
1961	35,5		7,6	2,8	33,5	10,7		3,0	93,2	0,9		0,2	4,1	1,7	6,8	100,0	2 116

TABLE 7.14 (continued)

Year	Qualified with teacher's certificate and									Unqualified without teacher's certificate and						Total	
	Full degree	Incomplete degree	Std 10 cert. (+ sec.teach. cert.)	Std 10 cert. (+ prim.teach. cert.)	Technical cert.	Std 8 cert.	Std 6 cert.	Special teach. cert.	Subtotal	Full degree	Incomplete degree	Std 10 cert.	Technical cert.	Std 8 cert. and lower	Subtotal	100	N
Teacher training																	
1983	51,5	7,0	4,9	27,1		2,1		2,3	95,0	4,3	0,3	0,2	0,2		5,0	100,0	941
1982	41,6	9,1	6,7	30,2	3,8	2,0	0,5	1,9	95,8	3,6		0,5		0,1	4,2	100,0	838
1981	35,7	7,1	9,5	34,1	0,1	5,0		3,9	95,4	3,3	0,4	0,6	0,1	0,2	4,6	100,0	854
1980	31,3	7,7	8,5	37,2		8,0		3,7	96,4	2,7	0,3	0,6			3,6	100,0	777
1979	27,8	8,1	8,5	38,1	0,5	8,6		2,8	94,4	3,8	0,3	1,4		0,1	5,6	100,0	780
Technikon training																	
1983	36,8			21,1					57,9	10,5		31,6			42,1	100,0	19
1982	38,8	1,0	1,0	21,4	5,8	1,0			68,9	11,7	1,0	11,7	4,9	1,9	31,1	100,0	103
1981	34,2	2,6	1,3	11,8	9,2				59,2	15,8	2,6	13,2	9,2		40,8	100,0	76
1980	32,0	2,0	2,0	10,0	8,0				54,0	12,0	2,0	18,0	14,0		46,0	100,0	50
1979	13,9	2,8		5,6	19,4				41,7	19,4	2,8	19,4	16,7		58,3	100,0	36
1978	16,7	2,8		2,8	22,2				44,4	22,2		16,7	16,7		55,6	100,0	36
1977	14,9	4,3		14,9	12,8				46,8	21,3	6,4	8,5	17,0		53,2	100,0	47
1976	18,9	8,1		27,0	13,5				67,6	18,9	2,7		10,8		32,4	100,0	37
1975	34,6	3,8		30,8	11,5				80,8	3,8	3,8		11,5		19,2	100,0	26
1970	28,6	7,1						28,6	64,3	7,1	7,1		21,4		35,7	100,0	14

TABLE 7.14 (continued)

Year	Qualified with teacher's certificate and									Unqualified without teacher's certificate and						Total	
	Full degree	Incomplete degree	Std 10 cert. (+ sec.teach. cert.)	Std 10 cert. (+ prim.teach. cert.)	Technical cert.	Std 8 cert.	Std 6 cert.	Special teach. cert.	Subtotal	Full degree	Incomplete degree	Std 10 cert.	Technical cert.	Std 8 cert. and lower	Subtotal	100	N
Technical college and vocational training																	
1983	5,1	1,5	5,7	16,4	2,9	8,8			40,4	1,5	0,2	21,1	12,8	24,0	59,6	100,0	592
1982	5,7	1,6	2,5	10,1	9,2	5,0	0,2	0,5	34,9	0,7		9,4	45,6	9,4	65,1	100,0	436
1981	3,2	0,5	1,0	9,3	6,8	6,6		0,2	27,6	0,2		10,0	43,7	18,5	72,4	100,0	410
1980	4,1	0,6	0,6	6,7	3,8	5,5		0,3	21,6			7,0	52,5	19,0	78,4	100,0	343
1979	2,5	0,3	0,6	2,8	3,7	4,0	0,3	0,9	15,1		0,6	9,6	49,1	25,6	84,9	100,0	324
1978	1,3	0,7		4,7	3,7	5,3	0,3	0,7	16,6	0,7	1,3	5,3	46,8	29,2	83,4	100,0	301
1977	1,1		1,4	9,9	7,7	21,0	0,7	0,5	42,2	0,9		4,3	34,8	17,8	57,8	100,0	443
1976	2,6	0,5	1,3	8,0	8,0	15,8	2,1	2,3	40,6	0,5	0,3	5,4	38,0	15,2	59,4	100,0	387
1975	1,4		0,9	10,2	8,8	5,4	1,1	4,5	32,4	0,6	0,3	4,3	50,9	11,6	67,6	100,0	352
1970	2,5		0,6	6,3		5,7		22,6	37,7			1,9	37,7	22,6	62,3	100,0	159
1965	2,6			1,7		2,6	2,6	5,2	14,8			8,7	54,8	21,7	85,2	100,0	115
1961	3,1		5,4	2,3		4,7	6,2	10,1	31,8			1,6	64,3	2,3	68,2	100,0	129

TABLE 7.14 (continued)

Year	Qualified with teacher's certificate and									Unqualified without teacher's certificate and						Total	
	Full degree	Incomplete degree	Std 10 cert. (+ sec.teach. cert.)	Std 10 cert. (+ prim.teach. cert.	Technical cert.	Std 8 cert.	Std 6 cert.	Special teach. cert.	Subtotal	Full degree	Incomplete degree	Std 10 cert.	Technical cert.	Std 8 cert. and lower	Subtotal	100	N
Special education																	
1983	4,9	0,7	0,7	14,8		36,4	5,7	31,4	94,7	0,7	0,4	0,4	0,4	3,5	5,3	100,0	283
1982	7,9	0,8	1,1	15,4		37,7	3,8	27,9	94,6			0,5	0,5	4,3	5,4	100,0	369
1981	3,6	1,0	0,3	8,3		38,0	3,6	35,0	89,8			0,3	1,0	8,9	10,2	100,0	303
1980	4,1		0,5	6,4		35,0	7,7	41,4	95,0			0,9	0,9	3,2	5,0	100,0	220
1979	3,4			9,5		46,4	5,6	31,3	96,2			0,4	0,4	3,0	3,8	100,0	233
1978	4,4			7,1	0,4	48,9	6,7	28,0	95,6				1,3	3,1	4,4	100,0	225
1977	5,8	1,9		7,8	5,3	41,7	9,2	24,3	96,1	1,0			1,5	1,5	3,9	100,0	206
1976	5,2	1,0		9,8		42,0	9,3	27,5	94,8				2,1	3,1	5,2	100,0	193
1975	8,7	0,4	0,4	11,4		43,7	15,3	15,3	95,2					4,8	4,8	100,0	229

Sources: Tables 7.8 - 7.13.

Note In respect of details concerning the inclusion and exclusion of education departments, see appendixes for Tables 7.8 - 7.13.

TABLE 7.15

DISTRIBUTION OF PUPILS/STUDENTS, TEACHERS/LECTURERS AND PUPILS/STUDENTS PER TEACHER/LECTURER ACCORDING TO TYPE OF INSTRUCTION: 1961 TO 1983 (EXCLUDING UNIVERSITIES)

Year	Type of education	Pupils/students	Teacher/ lecturers	Pupils/students per teacher/ lecturer
*1983	Primary education	4 547 347	94 014	48,4
	Secondary education	1 000 117	35 140	28,5
	Teacher training	20 752	1 212	17,1
	Technikon training	1 496	151	9,9
	Technical college and vocational training	8 213	787	10,4
	Other	4 581	527	-
	Total	5 582 506	131 831	42,3
*1982	Primary education	4 394 592	87 525	50,2
	Secondary education	914 311	30 746	29,7
	Teacher training	18 992	996	19,1
	Technikon training	1 206	103	11,7
	Technical college and vocational training	5 512	559	9,9
	Other	4 113	487	-
	Total	5 338 726	120 416	44,3
1981	Primary education	4 215 738	79 022	53,3
	Secondary education	829 314	32 344	25,6
	Teacher training	21 711	1 028	21,1
	Technikon training	840	76	11,1
	Technical college and vocational training	4 555	510	8,9
	Other	2 702	353	-
	Total	5 074 860	113 333	44,8
1980	Primary education	4 067 079	75 612	53,8
	Secondary education	773 806	25 853	29,9
	Teacher training	22 021	969	22,7
	Technikon training	604	50	12,1
	Technical college and vocational training	4 069	448	9,1
	Other	2 074	233	-
	Total	4 869 653	103 165	47,2
1979	Primary education	3 903 585	72 494	53,8
	Secondary education	690 927	22 218	31,1
	Teacher training	20 960	908	23,1
	Technikon training	465	36	12,9
	Technical college and vocational training	4 182	387	10,8
	Other	2 234	265	-
	Total	4 622 353	96 308	48,0
1978	Primary education	3 703 158	67 232	55,1
	Secondary education	635 247	20 948	30,3
	Teacher training	**	**	**
	Technikon training	409	36	11,4
	Technical college and vocational training	4 286	359	11,9
	Other	2 393	246	-
	Total	4 345 493	88 821	48,9

TABLE 7.15 (continued)

Year	Type of education	Pupils/students	Teacher/ lecturers	Pupils/students per teacher/ lecturer
1977	Primary education	3 556 784	65 548	54,3
	Secondary education	564 714	17 051	33,1
	Teacher training	**	**	**
	Technikon training	480	47	10,2
	Technical college and vocational training	4 019	467	8,6
	Other	2 885	206	-
	Total	4 128 882	83 319	49,6
1976	Primary education	3 414 913	60 700	56,3
	Secondary education	475 203	13 499	35,2
	Teacher training	**	**	**
	Technikon training	472	37	12,8
	Technical college and vocational training	4 080	405	10,1
	Other	2 662	719	-
	Total	3 897 330	75 360	51,7
1975	Primary education	3 378 873	57 505	58,8
	Secondary education	334 131	10 360	32,3
	Teacher training	**	**	**
	Technikon training	373	26	14,3
	Technical college and vocational training	4 234	352	12,0
	Other	2 444	764	-
	Total	3 720 055	69 007	53,9
1970	Primary education	2 613 489	40 171	65,1
	Secondary education	130 037	5 545	23,5
	Teacher training	**	**	**
	Technikon training	176	14	12,6
	Technical college and vocational training	3 476	191	18,2
	Other	1 472	32	-
	Total	2 748 650	45 953	59,8
1965	Primary education	1 882 972	31 292	60,2
	Secondary education	71 116	2 614	27,2
	Teacher training	**	**	**
	Technikon training	-	-	-
	Technical college and vocational training	2 730	136	20,1
	Other	1 018	-	-
	Total	1 957 836	34 042	57,5
1961	Primary education	1 555 815	25 583	60,8
	Secondary education	51 078	2 116	24,1
	Teacher training	**	**	**
	Technikon training	-	-	-
	Technical college and vocational training	1 775	129	13,8
	Other	-	-	-
	Total	1 608 668	27 828	57,8

Sources: . The same as for Table 7.4.

. Table 7.1.

* Teachers and pupils for preprimary and adult education excluded.

** Teacher training included in secondary education (1961, 1965, 1970, 1975-1978).

1961 : 24,1	1978 : 30,3
1965 : 27,2	1979 : 31,1
1970 : 23,5	1980 : 29,9
1975 : 32,3	1981 : 25,6
1976 : 35,2	1982 : 29,7
1977 : 33,1	1983 : 28,5

The ratios for the other types of instruction (teacher training, technikon training (prior to 1982 known as advanced technical training) and technical college and vocational training) are reasonably low.

7.8 STATISTICS ON AVAILABLE CLASSROOMS AND CLASSROOMS IN USE FOR BLACK EDUCATION

Statistical information regarding the classrooms used by the respective education departments responsible for Black education appears in Tables 7.16 and 7.17.

Owing to the fact that in certain cases only limited statistics are available, only the total number of classrooms can be provided in the following cases:

- For Ciskei in 1982 and 1983,
- For Transkei in 1970 and from 1976 to 1983,
- For Venda from 1980 to 1983.

The reader's attention is drawn to the fact that the actual number of classrooms available for Black education are utilized in two ways:

TABLE 7.16

ESTIMATE OF NUMBER OF CLASSROOMS INVOLVED IN DOUBLE SESSIONS AND THE PLATOON SYSTEM: 1970 TO 1983

Year	Double sessions				Platoon system				Total number of classrooms
	Pupils	Teachers	Pupil : teacher ratio	Number of classrooms	Pupils	Teachers	Pupil : teacher ratio	Number of classrooms	
1970	825 833	8 824	93,6 : 1	8 824	29 047	489	59,4 : 1	489	9 313
1975	976 492	10 661	91,6 : 1	10 661	-	-	-	-	10 661
1976	912 791	10 517	86,8 : 1	10 517	97 391	1 651	59,0 : 1	1 651	12 168
1977	784 733	9 411	83,4 : 1	9 411	100 477	1 798	55,9 : 1	1 798	11 209
1978	746 773	9 204	81,1 : 1	9 204	127 965	2 454	52,1 : 1	2 454	11 658
1979	539 468	6 654	81,1 : 1	6 654	150 596	2 942	52,5 : 1	2 942	9 596
1980	496 438	6 054	82,0 : 1	6 054	161 684	3 047	53,1 : 1	3 047	9 101
1981	397 126	4 782	83,0 : 1	4 782	35 075	830	42,3 : 1	830	5 612
1982	265 498	3 243	81,9 : 1	3 243	22 093	509	43,4 : 1	509	3 752
1983	187 354	2 307	81,2 : 1	2 307	41 720	1 047	39,8 : 1	1 047	3 354

Note For 1982-1983: Ciskei excluded (no information available).
For 1970, 1976-1983: Transkei excluded (no information available).
For 1980-1983: Venda excluded (no information available).

Sources:
- Department of Bantu Education: Annual Reports 1970, 1975-1976.
- Department of Education and Training: Annual Reports 1977-1983.
- BENSO: Statistical Survey of Black Development 1979-1982.

TABLE 7.17

CLASSROOMS AVAILABLE AND IN USE: 1970 TO 1983 (INCLUDING DOUBLE SESSIONS AND THE PLATOON SYSTEM)

Jaar	Classrooms available	Classrooms estimated according to Table 7.16	Classrooms in use
1970	36 389	9 313	45 702
1975	62 560	10 661	73 221
1976	67 821	12 168	79 989
1977	71 965	11 209	83 174
1978	75 952	11 658	87 610
1979	80 697	9 596	90 293
1980	86 312	9 101	95 413
1981	89 757	5 612	95 369
1982	95 521	3 752	99 273
1983	98 740	3 354	102 094

Sources: . BENSO: Statistical Suvey of Black development 1979-1982.

. Department op Bantu Education: Annual Reports 1970-1976.

. Department of Education and Training: Annual Reports 1977-1983.

firstly mainly for normal school classes, that is one classroom per class, and

secondly for implementing the double session and platoon systems on a limited basis (for a description of the two systems, see Paragraph 3.4 on Chapter 3).

For double sessions one classroom is used by two separate substandards instructed by one teacher from 08h30 - 11h30 and 11h30 - 14h00,

while according to the platoon system one classroom (or school building) is used by two separate primary school classes (or schools), each instructed by its own teacher (or teaching staff), one class (or school) in the forenoon and the other class (or school) in the afternoon. In other words it amounts to the fact that for both systems one classroom (or school building) is used twice a day.

According to Table 7.17 the actual number of classrooms available for Black education in 1970 was 36 389. In 1975 the number of classrooms increased by more than 26 000 or by 71,9 % on the 1970 figure. From 1976 to 1982 the number of classrooms gradually increased so that 95 521 classrooms were available in 1982. This figure includes temporary classrooms on school grounds, but excludes church buildings, halls and other rooms (Department of Education and Training, Annual Report, 1982 : Table 3.1.8, comment 2). In 1982 there were 32 961 more classrooms available than in 1975.

Of the abovementioned number of classrooms in 1982, it is estimated that 3 752 classrooms were involved in the double session and platoon systems (see Table 7.17). This means, therefore, that these 3 752 classrooms were used twice a day and that consequently a grand total of 99 273 classrooms were used in 1982. For 1983 the corresponding figures were 3 354 and 102 094 classrooms.

According to Table 7.16 both the double session and the platoon systems were still in use in 1983.

According to Table 7.16 976 492 pupils, 10 661 teachers and 10 661 classrooms were involved in double sessions in 1975. These figures gradually decrease from 1976 so that in 1983 there were still

187 354 pupils, 2 307 teachers and 2 307 classrooms involved in double sessions. In 1975 almost 977 000 pupils out of a total pupil enrolment of almost 3 379 000 primary school pupils were involved in double sessions, that is 28,9 % of the total pupil enrolment. In 1983 the approximately 187 000 primary school pupils still involved in double sessions constituted only 4,1 % of the total primary school pupil enrolment of almost 4 547 000 pupils. Since 1978 real efforts have been made to do away with double sessions (see Paragraph 6.4.6 of Chapter 6). In the 1982 and 1983 annual reports of the education departments of the Republics of Ciskei, Transkei and Venda no information concerning double sessions is provided and consequently no definite conclusion can be reached whether this system is still in use or whether it has already been discontinued. From 1982 double sessions have been discontinued in the Republic of Bophuthatswana (Republic of Bophuthatswana, Department of Education, Annual Report 1982, Section C, Paragraph 2.3.4, p. 6).

According to Table 7.16 the platoon system was already in use in 1970 when 29 047 pupils, 489 teachers and 489 classrooms were involved. These figures increased annually and reached a climax in 1980 with 161 684 pupils, 3 047 teachers and 3 047 classrooms. Calculated in terms of schools, this is more than 200 schools with an average of 15 classrooms per school. Tentatively this amounts to the fact that in 1980 200 schools were used daily by the staff and pupils of 400 separate schools: one half of these 400 schools used 200 school buildings during the forenoon and the other half of these schools used the same school buildings during the afternoon. The greatest disadvantage of the platoon system is that a normal day is too short to accommodate two normal school days.

TABLE 7.18

NUMBER OF PUPILS PER TEACHER, PER ACTUAL CLASSROOM AND PER CLASSROOM IN USE: 1970 TO 1983

Year	Number of pupils	Number of teachers	Pupils per teacher	Number of pupils	Number of actual classrooms	Pupils per actual classroom	Number of classrooms in use	Pupils per classroom in use
1983	5 582 506	132 086	42,3	5 582 506	*98 780	56,5*	102 094*	*54,7
1982	5 338 726	120 812	44,2	5 338 726	95 521	55,9	99 273	53,8
1981	5 074 860	113 333	44,8	5 074 860	89 757	56,5	95 369	53,2
1980	4 869 653	103 165	47,2	4 869 653	86 312	56,4	95 413	51,0
1979	4 622 353	96 308	48,0	4 622 353	80 697	57,3	90 293	51,2
1978	4 346 293	88 821	48,9	4 346 293	75 952	57,2	87 610	49,6
1977	4 128 882	83 319	49,6	4 128 882	71 965	57,4	83 174	49,6
1976	3 897 330	75 360	51,7	3 897 330	67 821	57,5	79 989	48,7
1975	3 720 055	69 007	53,9	3 720 055	62 560	59,5	73 221	50,8
1970	2 748 650	45 953	59,8	2 748 650	36 389	75,5	45 702	60,1

Sources: Tables 3.4, 7.17.

* . Because the number of classrooms for teacher training, technikon training and special education is unknown, the pupil : classroom ratio is not a true reflection of the actual situation.

. No information is available for Transkei, but 15 000 has been added to the total number of classrooms in order to obtain comparable figures.

It is heartening to report that according to Table 7.16 the statistics for 1981, 1982 and 1983 indicate that the abovementioned figures for pupils, teachers and classrooms involved in the platoon system are decreasing drastically. The figures for 1981 are 35 000 pupils, 800 teachers and 800 classrooms and for 1982 they are 22 000 pupils, 500 teachers and 500 classsrooms. In 1983, however, a considerable increase again occurred, which is regrettable.

It is desirable and far better to use the number of classrooms in use rather than the number of actual classrooms for calculating the pupil : classroom ratio. The pupil : classroom-in-use ratio is closer to the pupil : teacher ratio than the pupil : actual classroom ratio to the pupil : teacher ratio.

Table 7.18 indicates how the two kinds of pupil : classroom ratios, actual classroom and classroom in use compare with the pupil : teacher ratios for the various years. This table indicates furthermore that the pupil : classroom ratios for the period 1979-1983 did not keep abreast of the reduction in the pupil : teacher ratio for the same period. In other words it would appear that proportionately more money was available or that proportionately money was more easily voted for creating and filling new and additional teachers' posts than for providing adequate classroom facilities during the period 1979 to 1983.

When the appointment of additional teachers does not keep pace with the provision of additional classrooms, the backlog in the provision of classrooms could easily result in underutilization of the incumbents of the additional teachers' posts. Education planning

for developing population groups thus requires extremely complex and comprehensive plans of action. When planning for all the various education subprogrammes there must be scientific parity between the subprogrammes to ensure that when these are implemented and developed they will be accompanied by effective correlation and functioning.

CHAPTER 8

CONCLUSION

Reference to some problem areas in Black education serves to introduce Chapter 1 of Part 2. A variety of essential education statistics must be available in order to deal with the problems. The sources consulted in order to compile these data are listed together with those factors contributing to the fact that the statistics were not always readily obtainable for tabling, systematization and assimilation purposes. The constitutional development of the Blacks in Southern Africa is probably the most important of these factors. In order to compare realistic and meaningful education statistics of the Blacks in Southern Africa, Black education must be examined as a whole and for this reason the relevant independent states cannot be disregarded.

This historical background and development of Black education are illustrated in Chapter 2; before 1954 under a divided administration, from 1954 under a central state administration and thereafter under the administration of the independent education departments of the various national states and the Department of Education and Training. Chapter 3 is devoted to the development of Black education since 1960 in respect of the number of pupils, the number of teachers, the provision of classrooms, the expenditure on education, teacher training and technical college and vocational training.

In the succeeding chapter (Chapter 4) attention is given to the most significant shifts in emphasis since the introduction of the Black Education Act (Act 47 of 1953). These shifts in emphasis are attended by significant policy changes in respect of Black education in the

area outside the self-governing and independent states and which ultimately culminate in the Education and Training Act (Act 90 of 1979) introduced in 1980. In Chapter 5 important stages of development in Black education for the period 1959 to 1983 are highlighted. All education departments responsible for the education of the various population groups in Southern Africa are listed together according to the number of primary and secondary school pupil enrolments in order to be able to indicate the order of importance of each. The Department of Education and Training evidently heads the list with the highest pupil enrolment for both years. Chapter 6 provides a brief survey of Black education in chronological order for the past decade,

firstly in respect of Black education in the area outside the national states, and

secondly in the self-governing and independent states since 1975.

It is evident from the details for 1982 and 1983 that the demand for education and training among Blacks far exceeds the supply and increases the tempo of demands in the development of Black education. Consequently the Department of Education and Training, as the largest education department in the country, will have to implement measures in order to meet the educational needs of Blacks and to equip Black teachers better academically and professionally, especially those in secondary schools. It must be accepted that this demand for education and training and the increased tempo of demands upon the development of Black education must soon include the self-governing and independent states. The State has already taken steps to update teacher training; to train serving teachers according to

certain programmes; to attend to the provision of physical facilities on a more realistic basis; to bring the financial provision for education services to all Blacks into alignment with actual needs; to improve the education of pupils in the classroom by means of upgrading programmes and with Level Education; to introduce compulsory education from Sub A progressively at primary school level, and to give special attention to differentiated education, including career-oriented education. In the penultimate chapter a statistical account of Black education in respect of pupils/students, teachers and classrooms is given for the period 1960 to 1983.

According to an article on education in Tegniek, 1984 (p. 13) in 1983, there were more than 5 547 000 Black pupils at school in the Republic of South Africa (excluding the national states), the six self-governing states and the four independent states as opposed to the approximately 985 000 White pupils. Furthermore there were approximately 769 000 Coloured children and approximately 229 000 Indian pupils attending schools. In order to meet the great demand for education the Government of the Republic of South Africa budgeted for R4 200 million for education as a whole in the 1984/85 financial year.

In the article mentioned it is pointed out that during the past decade considerable progress has been made in all spheres of Black education in particular. This corresponds with the available statistics dealing with Black education. Table 8.1 and Diagram 8.1 realistically and diagramatically illustrate the quantitative progress made in the development of Black education since 1960. Especially during the past decade dramatic progress has been made.

TABLE 8.1

BLACK EDUCATION IN SOUTHERN AFRICA: 1960 TO 1983 (INCLUDING SELF-GOVERNING NATIONAL STATES AND INDEPENDENT STATES)

Item	1960	1965	1970	1975	1980	1982	1983
Total pupil enrolment (in thousands)	1 506	1 958	2 749	3 720	4 870	5 339	5 583
Primary pupils (in thousands)	1 452	1 884	2 615	3 381	4 069	4 399	4 552
*Postprimary pupils/students (in thousands)	54	74	134	339	801	940	1 031
Secondary pupils (in thousands)	48	67	122	319	774	914	1 000
*Other postprimary pupils/students (in thousands)	6	7	11	21	27	26	30
Teachers (in thousands)	28	34	46	69	103	121	132
Available classrooms (in thousands)	20	27	44	63	86	96	99
Rooms used for double sessions and the platoon system (in thousands)			9	10	9	4	3
Education institutions (in thousands)	8	9	10	12	15	16	17
Total expenditure on education (in millions)	R18,9	R25,2	R52,3	R151,0	R426,4	R658,2	R910,7

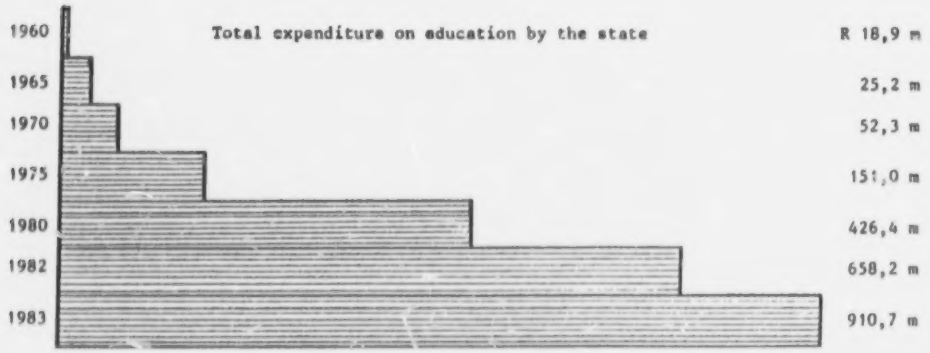
Source: Table 3.1.
* Black Universities excluded.

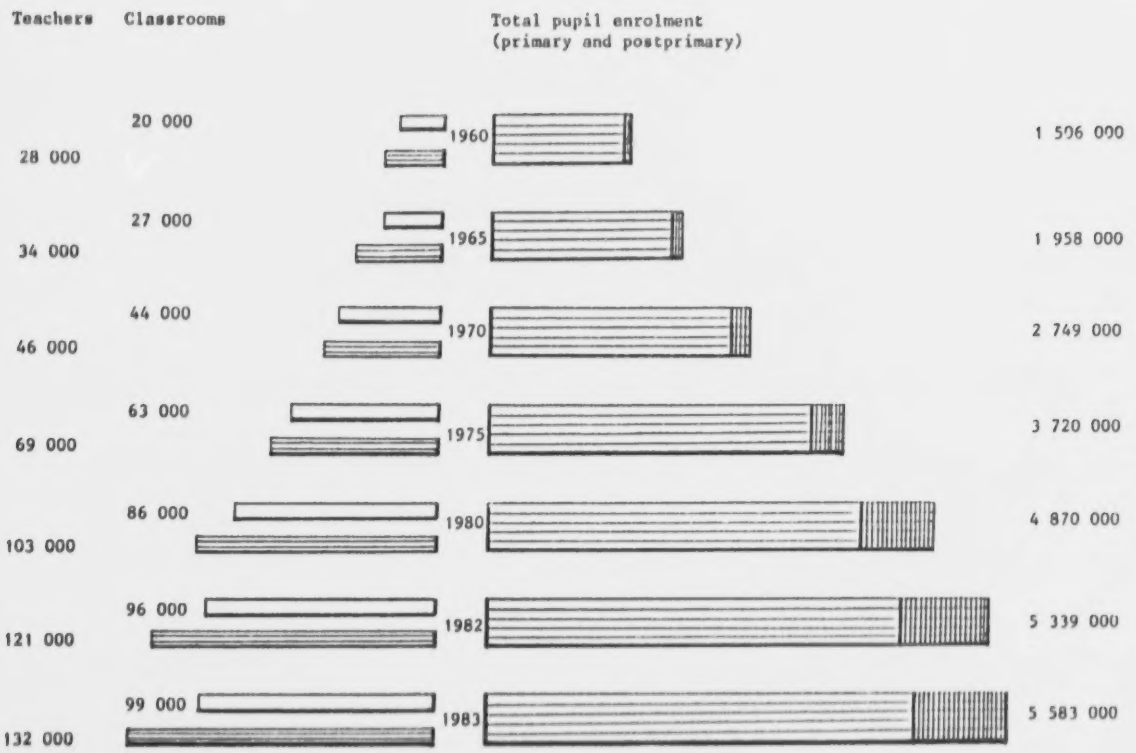
Note Only classrooms for primary and secondary education are known.

During 1960 there was only one education department for Blacks, namely the Department of Black Education. Out of this department eleven other education departments for Blacks were established. At the end of 1977 the Department of Black Education changed its name and has since 1978 been known as the Department of Education and Training. In 1982 the latter was the largest education department, if the number of pupils administered by each is used as a criterion. Each of the so-called TBVC countries or independent states (Transkei, Bophuthatswana, Venda and Ciskei) as well as each of the self-

DIAGRAM 8.1

BLACK EDUCATION IN SOUTHERN AFRICA: 1960 TO 1983 (INCLUDING SELF-GOVERNING NATIONAL STATES AND INDEPENDENT STATES) (UNIVERSITIES EXCLUDED)





Note Only classrooms for primary and secondary education are known.

Source: Table 8.1.

governing national states (Gazankulu, KaNgwane, KwaNdebele, KwaZulu, Lebowa and Qwaqwa) has its own department of education administered by its own minister of education.

Attention is also justifiably drawn to the fact that it has become necessary for critics to take cognisance of this development and progress and to acknowledge and appreciate the phenomenal progress instead of exploiting historical backlogs and demographic and socio-economic circumstances for political gain. The various departments responsible for Black education as well as many other institutions do not deny that shortcomings, backlogs and disparities do exist in various spheres among the various education departments. However all the relevant education departments responsible for Black education within the Republic of South Africa, the self-governing states and the independent states, together with the executive officials deserve great praise and appreciation for their achievements in the field of education as part of Black development processes. Among other things these processes are concerned with the historical development of the various education departments, the level of development of the various population groups and other important differences resulting from demographic, socio-economic and sosiocultural factors.

Black education must be regarded as a typical example of a developing education system and as it develops and expands according to a natural evolutionary process, progress is made and success is gradually achieved. The fact that shortcomings, backlogs and disparities exist can be ascribed mainly to the following:

. The total number of Black pupils increased from 1,5 million in 1960 to an excess of 5,3 million in 1982, that is an increase of

more than 253 % on the 1960 enrolment, and

- the postprimary school population increased from 54 000 in 1960 to 938 000 in 1982, that is an increase of 1 637 %, while the secondary school population alone increased from 48 000 to 914 000 during the same period, that is an increase of 1 804 %.

These examples are typical Third World growth rates with which no developing education system can keep pace. There are just not enough teachers. It is not possible to train enough qualified teachers in time because at least three years are required for teacher training; accommodation and funds are necessary to provide teacher training facilities and enough interested matriculants must be available for enrolment and training. In order to reduce the high pupil : teacher ratio to an acceptable one, adequate classroom accommodation, teachers and funds to pay their salaries are required. The provision of adequate classrooms necessitates preplanning in respect of determining priorities, the availability of funds and drafting building plans. Apart from these problems, the Minister of Finance had the following to say in this regard:

"Seen in the light of constant efforts to limit expenditure to an absolute minimum, the provision of education confirms our intention to allocate a very high priority to the functioning of education. An amount of R4 200 million has thus been voted for the 1984/85 financial year" (Tegniek, 1984: 14) (Translation)

Since the further development of the Black communities, in fact of any community, lies in raising the level of education and to a great extent possesses its own character, it is desirable and meaningful

for Blacks to have the right to determine their own education, especially in so far as it concerns the unique nature of their education. In this regard Black teaching staff, which should best be capable of preparing the Black child for the community of the future, also have a professional responsibility to promote and preserve the individual character of Black education and to safeguard the group character of Black education. According to Paragraph 3.3 the greatest immediate burden suffered by Black education is a considerable shortage of adequate trained and qualified teachers, especially at secondary school level.

This responsibility concerning Black education cannot be passed on to other population groups or even to the Government. The Government is capable only of providing the means with which to address the problem by means of voting more funds for Black education, effecting equal salaries for equal qualifications and establishing equal education opportunities and standards for all those who inhabit the RSA. In order to combat the backlog in Black education in respect of trained teachers and to make future progress possible, it is the task of the Black communities to strive towards and to develop an acceptable professionalism in Black education. In order to be able to meet the requirements for quality education in the future, Black teacher training ought to be given high priority.

In 1982 the Government introduced measures to upgrade existing teachers' training institutions to fully-fledged education colleges with proper personnel structures, to raise the minimum entrance requirements of various post-Standard 10 teachers' training courses

for the various school levels to a Standard 10 certificate and to transfer the programme for the further training of serving teachers to Vista University (see Paragraph 6.8.2). Moreover it is the responsibility of the various education departments concerned with Black education to ensure that some of the best Black candidates who pass Standard 10 with or without matriculation exemption, are recruited and selected for the teaching profession and to equip them optimally for the teaching profession in order to eliminate the shortage of properly qualified teachers in Black schools, and especially in secondary Black schools. Black universities could also make a constructive contribution in this regard.

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